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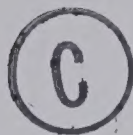
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THE OFFENDER AS EDUCATOR

by



Earl Golden

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Offender as Educator" submitted by Earl Golden in partial fulfillment of the requirements for the degree of Master of Arts.

ABSTRACT

The main purpose of this thesis was to determine whether a meeting with an ex-convict would have an effect upon the attitudes and/or the opinions of groups of young people. A "School-talk" program sponsored by the John Howard Society was used as the experimental instrument by which changes in attitudes could be assessed. The relationships of some of the strategies and the literature on attitudes and attitude change to the hypotheses formulated with regard to the "School-talk" program were then discussed.

The data was collected by the use of questionnaires. Questions relevant to the hypotheses were grouped by means of cluster analysis and subsequently analyzed using the sign test as a measure of differences within groups.

The results of this study indicate that the attitudes of the respondents toward the legal system will change in a positive direction after exposure to the ex-convict and his message. Exposure to the ex-convict will result in his being perceived as more credible. He will be considered not as someone different but as a person similar to the respondent except that he has been exposed to different life experiences. The message of the ex-convict will also effect a positive change in the attitudes of the respondents towards ex-convicts and this positive change in attitudes will persist over time.

The results also indicate that after exposure to the ex-convict and his message the respondents do not feel he is more credible as an educator. Those respondents with some formal background in deviance, in this case the groups which were also taking the "Crime and Punishment" class, did not rate his message more credible than those subjects without that background. This was also the case with regard to attitudes within the area of education.

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CHAPTER 1

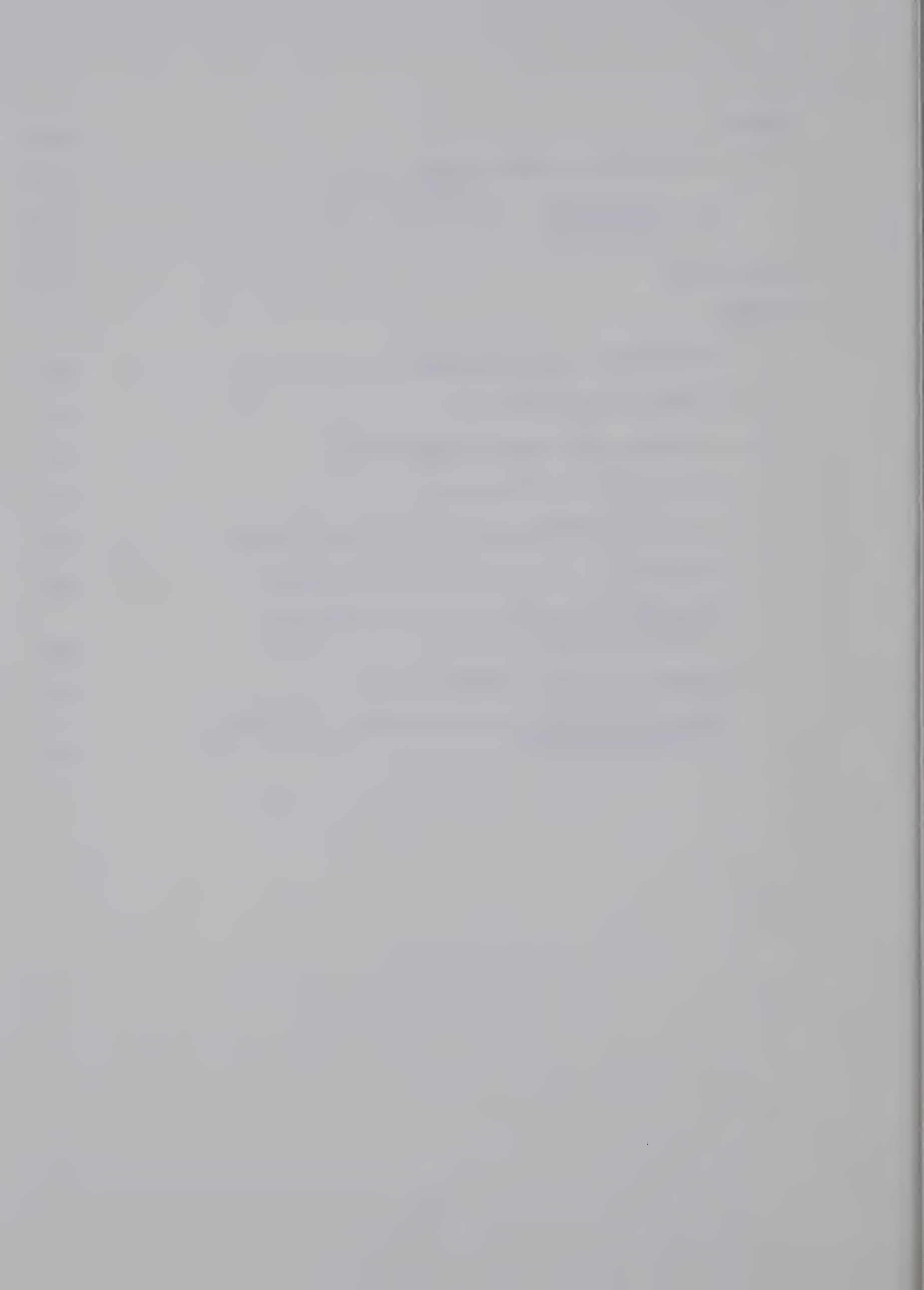
The first chapter of the book is devoted to the study of the properties of the function $f(x) = \frac{1}{x}$. We begin by showing that $f(x)$ is continuous for all $x \neq 0$. To do this, we use the ϵ - δ definition of continuity. Let $\epsilon > 0$ be given. We choose $\delta = \epsilon$. Then, if $|x - a| < \delta$, we have $|\frac{1}{x} - \frac{1}{a}| = \frac{|a - x|}{|ax|} < \frac{\delta}{|a|\delta} = \frac{1}{|a|} \delta = \epsilon$. This shows that $f(x)$ is continuous at a for all $a \neq 0$. Next, we show that $f(x)$ is not continuous at $x = 0$. Suppose, for contradiction, that $f(x)$ is continuous at $x = 0$. Then, for $\epsilon = 1$, there exists a $\delta > 0$ such that $|f(x) - f(0)| < 1$ whenever $|x - 0| < \delta$. But $f(0)$ is undefined, so this is impossible. Therefore, $f(x)$ is not continuous at $x = 0$. We then study the limits of $f(x)$ as x approaches 0 from the left and right. We find that $\lim_{x \rightarrow 0^-} f(x) = -\infty$ and $\lim_{x \rightarrow 0^+} f(x) = +\infty$. Finally, we show that $f(x)$ is a decreasing function on the interval $(-\infty, 0)$ and an increasing function on the interval $(0, +\infty)$. This is done by showing that $f'(x) = -\frac{1}{x^2} < 0$ for $x < 0$ and $f'(x) = -\frac{1}{x^2} > 0$ for $x > 0$.

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CHAPTER I
INTRODUCTION

A. Purpose and Focus

The main concern of this study is to determine whether or not a meeting with an ex-convict and listening to his reports on prison life, his opinions on certain aspects of the law and his feelings towards other criminals will affect groups of young people by causing shifts in attitudes and opinions and/or the formation of new attitudes with regard to the above. For many young people the ex-convict and the convict appear to have the same characteristics and are both viewed as "different" from normal people in society.¹ The realization by young people that an ex-convict may look and act similar to those people who are considered respectable members of the community may tend to call into question some of their preconceived ideas about criminality and the law, along with the viability of some of the components attached to the stigma associated with the convict and the ex-convict.²

This is, in effect, an empirical investigation and examination

¹Albert K. Cohen, Deviance and Control (Englewood-Cliffs, New Jersey: Prentice-Hall, Inc., 1966), Chapters 4 and 5.

²Erving Goffman, Asylums (New York: Anchor Books, 1961).
Contains a discussion on the various components and effects of stigma.

of the feasibility of using the visitor with expertise³ in the classroom as an agent of change. There have been many reports on the effects of parental and peer group influences on an individual's perception of what is acceptable in our society. Both of these influences are acknowledged as the major socialization forces of young people's attitudes. Therefore, it would seem reasonable to expect a shift in attitudes or opinions within a group as a result of expected interaction. In this way reinforcement would be at work within the group as long as the object of stimulus (the ex-convict and his message) was considered topical.⁴

The term "visitor with expertise" as here defined refers to a para-professional worker in a specific area. The use of the term para-professional may be legitimized by societal sanction of either a direct or indirect nature. The fact is that the visitor has firsthand, personal life experience in the area in question. It is these experiences which should be the basic credentials for the opportunity

³The definition of the visitor with expertise for the purposes of this paper is a person who has taken part in activities not acceptable to the greater society and has been publicly sanctioned as a result.

⁴James S. Coleman, The Adolescent Society (New York: Free Press of Glencoe, 1961), pp. 4-6; L. Festinger and J. Thibaut, "Interpersonal Communication in Small Groups," Journal of Abnormal Social Psychology (January, 1951), Vol. 9, pp. 92-99; W.W. Charters, Jr. and T.M. Newcomb, "Some Attitudinal Effects of Experimentally Increased Saliency of a Membership Group," Readings in Social Psychology, ed. G.E. Swanson, T.M. Newcomb and E.L. Hartley (New York: Holt, Rinehart and Winston, 1952), pp. 415-420.

to participate in the educational system in a specialized and meaningful way. This is not to say that every ex-convict would make a good teacher (as many of those who are not ex-convicts and who go through the educational systems' prerequisite degree of diploma courses do not) but that this avenue of approach to legitimization of expertise should be considered.⁵

An overview of some of the strategies and literature on attitudes and attitude change will be examined and assumptions will then be formulated. The John Howard "School-talk" program will be evaluated and its effectiveness will also be compared to a conventional method of education in the area of crime and punishment. The implications for further research and policy decisions will then be discussed. The purpose of this evaluation is to assess the effect of an ex-convict and his message on the attitudes of groups of young people in the public schools.

B. Review of the Literature

The factor which is most relevant to this thesis is the source and his message which may induce a change in attitude or opinion of the

⁵F. Riessman and A. Pearl, New Careers for the Poor (New York: Free Press, 1965); F. Riessman, Critiques of Professionalism (A Paper presented at the University of Winnipeg conference on Youth and Change, 1969).

receiver. The literature concerning the source as enhancing the goal of attitude change in communication has been divided into three general components: credibility, attractiveness, and power.⁶ H.C. Kelman has worked out this question and deals with the three components separately.⁷ Only two of the components, credibility and attractiveness are directly related to our study and they will now be considered.

Kelman states that the attractiveness of the source to the receiver will tend to influence the receiver in the form of identification. He states that the source is attractive if he is perceived to occupy a role that is desirable or substitutive to one which the receiver wishes to maintain.

The term "attractiveness", as used here, does not refer to the possession of qualities that make a person likable, but rather to the possession of qualities on the part of the agent that make a continued relationship to him particularly desirable. In other words, an agent is attractive when the individual is able to derive satisfaction from a self-definition with reference to him.⁸

⁶W.J. McGuire, "The Nature of Attitudes and Attitude Change," The Handbook of Social Psychology, ed. G. Lindzey and E. Aronson (2nd edition, Mass: Addison-Wesley Publishing Company, 1969), Vol. II, pp. 136-314.

⁷H.C. Kelman, "Process of Opinion Change," Public Opinion Quarterly (Spring, 1961), Vol. XXV, No. 1, pp. 57-78.

⁸Ibid.

With reference to the source used in this empirical investigation, the ex-convict may be perceived to have the quality of possessing and espousing the middle-class orientation which is congruent with those of the majority of receivers. He should also be seen as attractive because the individual receiver should derive satisfaction from self-definition in that when the source did not accept or espouse a similar orientation he was publicly sanctioned. Attractiveness may be further enhanced in the eyes of the receiver because of the apparent desire and effort of the source to obtain normative status similar to that of the recipient. Once the attractiveness is established through the form of identification the following may occur:

The individual actually believes in the responses which he adopts through identification, but their specific content is more or less irrelevant. He adopts the induced behavior because it is associated with the desired relationship. Thus the satisfaction derived from identification is due to the act of conforming as such.⁹

In dealing with the factor of attractiveness the concentration has been on the topic of similarity. Two other aspects of attractiveness which are covered in the literature are familiarity and

⁹H.C. Kelman, "Compliance, Identification, and Internalization: Three Processes of Attitude Change," Human Behavior and International Politics, ed. David Singer, (Chicago, Illinois: Rand McNally and Company, 1965), pp. 232-242.

liking.¹⁰ They are not directly relevant to this thesis in that the source (the ex-convict) only meets with the recipients of the message once for a comparatively brief period of less than two hours. For this reason these aspects will not be discussed in any further detail.

One of the most important factors in the discussion of the credibility of a source is that of internalization.

This may happen if the implications of the induced response for certain important value-implications of which the individual had been unaware heretofore - are brought out, or if the advantages of the induced response as a path to the individual's goals, compared to the various alternatives that are available, are made apparent. The induced response thus becomes prepotent because it has taken on a new meaning: as the relationships between various means and ends become reconstructed, it emerges as the preferred course of action in terms of the person's own values.¹¹

The values that the source (the ex-convict) is espousing are those accepted modes of behavior which are considered as highly acceptable. The implications of the induced response consist of confirmation of these values. Various alternatives may cast doubtful shadows not on the source but on the values themselves. Therefore it emerges as the preferred course of action in terms of the values of the receiver.

¹⁰W.J. McGuire, Ibid., pp. 191-194.

¹¹H.C. Kelman, "Process of Opinion Change," Ibid., p. 69.

Kenneth L. Higbee deals with the issue of credibility in his article on fear arousal and threat appeals.¹² It is directly relevant to this thesis in that his review of source credibility through the works of other authors shows that the intervening variable of credibility greatly affects the amount of change advocated. A lack of attitude change was shown when messages were attributed to low-credibility sources and in fact negative attitudes were created and/or reinforced toward the source, the message and those connected with the source. When the source was given a high level of credibility, positive attitude change toward both the source (and those connected with the source) and the message was noted.

The credibility of the source may stem from many different factors. An example of some of these variables which may be considered are: perceived expertness, trustworthiness, trust and confidence, knowledge, sincerity, and intelligence. For the purposes of this investigation the variables of expertness and trustworthiness will be considered as the major components and will be examined within the context of source credibility.

¹²K.L. Higbee, "Fifteen Years of Fear Arousal: Research on Threat Appeals: 1953-1968," Psychological Bulletin (1969), Vol. 72, No. 6, pp. 426-444.

Note: The phenomenon known as the boomerang effect was noted (negative attitudes were created and reinforced when messages were attributed to low credibility sources). The following quote was also noted: "negative or boomerang effects might be expected, where no arguments are contained in a communication delivered by a negative source or when the audience members anticipate that his conclusions will consistently be in opposition to their best interests", in Communication and Persuasion, by C.I. Hovland, I. Janis and H. Kelley, p. 36.

Carl Hovland states:

When acceptance is sought by using arguments in support of the advocated view, the perceived expertness and trustworthiness of the communicator may determine the credence given them.¹³

The advocated view of the communicator is that the values and life styles (in general) of the recipients are far superior and much more rewarding than the involvement in deviant activity. Therefore, the arguments given should be supportive to the recipients and the credibility of the source should be enhanced along with perceived expertness and trustworthiness. If the source is seen as possessing or valuing interests and needs similar to that of an individual, that individual will tend to see things and judge them from the same perspective as does the source. Where the individual is ignorant about a certain topic (in this case the various trials and tribulations of the ex-convict) he will tend to lend special validity to the statements of the source once credibility has been established. One other point which must be mentioned is that of a perceived intention to change attitudes. If the source is seen as having something to gain by changing the attitudes of the recipients then he will be deemed less worthy of trust. In this study the source (the ex-convict) is not seen to have anything personal to gain from his message. His responsibility

¹³C.I. Hovland, I. Janis and H. Kelley, Communication and Persuasion (New Haven: Yale University Press, 1953), p. 20.

to the recipients is to inform them of the various ways that convicts and ex-convicts are dealt with within the framework of our society. What should be done, or solutions to various problems, are not dealt with in any personal context.

There are many studies concerning the effectiveness of a communicator in relation to attitudes pertaining to his expertness and trustworthiness. One of the most famous, Robert Merton's analysis of Kate Smith's war bond drive¹⁴ suggests that the overwhelming factor of Smith's success in selling war bonds was that she was perceived by her listeners and buyers as a symbol of sincerity. In contrast to most announcers and other stars who were engaged in the same work, she was viewed as the incarnation of sincerity doing this work out the goodness of her heart and with no view toward personal gain. The marathon broadcast which she undertook was the validation of her sincerity and the admiration she received added to the sales.

A variety of factors then, converge to produce the public image of a benevolent Smith--published accounts of her charities; inadvertant and casual radio references to her contributions; expressions of her identification with other plain people; the halo transferred from the kind of people she talks about to Smith herself - all these contribute to her established reputation as a doer of good.¹⁵

¹⁴R.K. Merton, Mass Communication (New York: Harper Brothers, 1946).

¹⁵Ibid., p. 100.

The identification which people felt with Smith, although different in minor ways, was similar with respect to emotional matters and general values. This could be compared with the possible effect of the ex-convict in our study. Although he would be considered different in some respects, with respect to emotional feelings and general values he may be considered as similar. Then the halo transference as mentioned above may have an effect on the recipients perception of both the ex-convict and his message.

Hovland and Weiss¹⁶ presented a study of retention effects using an identical message presented to two groups by a source of high credibility and by one of low credibility. Questionnaires were given before, immediately after the presentation, and one month after the presentation. Their findings which are pertinent to our study are as follows:

- (1) Opinion change in the direction advocated by the communication occurred significantly more often when it originated from a high credibility source than from a low one.
- (2) After a length of time (four weeks) the differential effects of the high credibility and the low credibility source had disappeared. The explanation for this is that

¹⁶C.I. Hovland and W. Weiss, "The Influence of Source Credibility on Communication Effectiveness," Public Opinion Quarterly (1951), Vol. XV, pp. 635-650.

the effect of the source is greatest at the time of presentation but decreases more rapidly in time than does the content.

The authors qualify these findings with the assertions that under conditions where the source and the message are closely related (as in this study), it is likely that the source would be remembered as the content was recalled.

Strong responses to a communicator would presumably occur when the communication situation highlights his uniqueness as a source or when the situation forces the audience to consider his characteristics in evaluating the assertion.¹⁷

A study with conclusions contrary to the above is that undertaken by Kelman and Hovland.¹⁸ This study concerned audience evaluations of the same talk on juvenile delinquency when delivered by positive, negative, and neutral communicators. They found that variations in attitudes toward credibility, specifically with relation to trustworthiness and fairness, accounted for large differences in attitudes. These variations were retained to a much greater extent over

¹⁷C.I. Hovland, I. Janis and H. Kelley, Ibid., p. 20.

¹⁸H.C. Kelman and C.I. Hovland, "Reinstatement of the Communicator in Delayed Measurement of Opinion Change," Journal of Abnormal Social Psychology (1953), Vol. 48, pp. 327-335.

time.

The final point to be discussed with regard to source credibility is that of the recipient's self-enhancement. When a source reinforces the actions or beliefs of a recipient, the recipient is less likely to discriminate against the credibility of the source. It is also much more likely that a source who previously would not have been considered (by socially acceptable standards) to be able to influence our recipients may be given much more consideration and credibility for the above reasons.

There has been much literature compiled with regard to the importance given in the presentation of the message and the effect of the message itself. There was no conscious attempt made to separate the source from the message, for this study wished to concentrate on those factors important to both aspects. The author realizes the shortcomings of this approach, but is more concerned with the effects of both the ex-convict and his message upon which this paper is based.

The presentation by the source (the ex-convict) was conducted in a face to face communication session with groups of students in a classroom setting. The interaction and immediate feedback of this situation seems to have a much greater impact on attitude or opinion change than most other methods. Although many studies have found no significant difference, the spoken word has been found to have a more persuasive impact than the written word.¹⁹

¹⁹E. Katz and P.F. Lazarsfeld, Personal Influence (Glencoe, Illinois: Free Press, 1955).

Whittaker and Meade found that male sources are felt to be more credible with oral messages than with those that are written.²⁰ This study focused on cultural variables related to source credibility. Specifically, the problem concerned the credibility of male versus female sources where the issue was political in nature. The experiment was conducted in five countries and the language of each country was utilized. The subjects were all university students. The results showed that, in all cases, the oral presentation was received as more credible than the written one; and that in all countries but one, the male source was perceived as more credible than the female.

In their discussion, the authors suggest that the media used is important in relation to the perceived credibility of the source. Their data suggest that the communicator (regardless of sex) is perceived as more credible in oral than in written presentations.

The recipients of the message are being approached in a group setting. The individual effects of this communication may be varied or conflicting among the members of the groups tested. There is evidence to show that conformity is a general trait. An example of this is the Asch study concerning independence and conformity.²¹

²⁰J.O. Whittaker and R.D. Meade, "Sex of the Communicator as a Variable in Source Credibility," Journal of Social Psychology (1967), Vol. 72, pp. 27-34.

²¹S.E. Asch, "Studies of Independence and Conformity: a minority of one against a unanimous majority," Psychological Monograph (1956), Vol. 70, No. 9, (whole No. 416).

The data collected in the Asch study suggests that co-working individuals tend to agree or conform in accordance with interpersonal bonds. The data also suggest that if the discrepancy in judgment is not great, the individual is more likely to conform in the same manner as that of the group.

In regard to our experiment where the source (the ex-convict) is concerned with the respondents' conforming to expected behavior, the perceived discrepancy in attitudes should be similar. The resulting change in attitudes which is anticipated is not based on conflicting ideas, but on a new perspective which would otherwise not be available to the respondents. Therefore the conformity in perception should not cause a great amount of dissonance among the individual respondents.

There seems to be very little concrete evidence that homogeneity of conformity can be generalized, although it has been postulated that it does in fact exist. Conformity may be defined as "change of one's own attitudinal position toward that of another person on being made aware of the discrepancy, even when the other person gives no arguments in favor of his position nor even indicates any explicit desire that the receiver agree with him".²² This aspect will be considered in the forthcoming appraisal and analysis of data.

The effects of specific individual-difference variables on influenceability has been examined at length in the literature. The

²²W.J. McGuire, Ibid., p. 242.

focus of this discussion will concentrate upon the specific variables of age, self-esteem, and sex. It is felt that for the purposes of this study they are most relevant, while being representative of the research undertaken in this area.

Maximum suggestibility for an individual seems to peak at the age of eight or nine. After this point there seems to be a decline which levels off at adolescence and then continues to decline on a very slight graduated basis.²³

With regard to the relationship between mental age or intelligence and susceptibility to persuasion, conflicting evidence and results seem to abound in the literature.²⁴ In short, there seems to be little evidence to support definite conclusions of any significant relationships in this matter.

Conflicting evidence has also been found regarding the relationship between self-esteem and influenceability. An example of the reporting of negative relationships is the study undertaken by F. Samelson.²⁵ His hypothesis stated that the amount of conformity of a respondent would be reduced by secondary information which would

²³K.G. Stukat, Suggestibility (Stockholm: Almqvist and Wksell, 1958).

²⁴Some studies which show contradictory results are Hovland, Janis and Kelley (1953); Hovland and Janis (1959); and Stukat (1958).

²⁵F. Samelson, "Conforming Behavior under Two Conditions of Conflict in the Cognitive Field," Journal of Abnormal Psychology (1957), Vol. 55, pp. 181-187.

reconcile the contradiction between self-perception and majority judgments. This would allow the subjects to account for disagreement. Under these conditions the amount of conformity to the majority feelings was lowered. Large variations were found to be related to need achievement and social approach. The conclusions of this study were that a perspective which was created to permit the interpretations of the majority to be seen as in error reduced the amount of conforming behavior, providing the respondent was willing or able to make use of the given cues.

Nisbett and Gordon found a positive relationship in the following report.²⁶

The basic notion of the model - that chronic self-esteem is related in opposite directions to reception and yielding and that the form of the self-esteem - influenceability relationship is determined by characteristics of the communication - are well supported by the present study. (page 275.)

The general assumptions that the mediating role of reception, as well as that of yielding, in considering personality-persuasibility relationships were also supported.

Within the relevant literature, the general consensus is that females are more influenceable than males. This seems more apparent in cases of persuasibility than suggestibility. Although the assumptions behind this consensus are based upon the greater

²⁶R. Nisbett and M. Gordon, "Self-esteem and Susceptibility to Social Influence," Journal of Personality and Social Psychology (1967), Vol. 5, pp. 268-276.

yieldingness of females, "perhaps through training in conformity",²⁷ it has been suggested that the greater susceptibility of females may be due to more effective message reception. This aspect of suggestibility and persuasibility has been examined by Rosenthal et al.²⁸ Although the bulk of the information contained in this study pertains to experimenter bias and its effects on the subjects, one of the main findings is that women are more susceptible to interpersonal influence than are men. Other findings are:

- (1) The perspective of the experimenter may be a partial determinant of the subject's responses.
- (2) Emphasizing the importance of the experimental procedure does not decrease, but actually increases the biasing effect.
- (3) Experimenters appearing to have high status affect subject's responses more than those appearing to have low status.
- (4) Female subjects seemed to pick up bias cues more often than the male subjects.

²⁷C.I. Hovland and I. Janis (ed.) Personality and Persuasibility (New Haven: Yale University Press, 1959).

²⁸R. Rosenthal, G.W. Persinger, R.C. Mulry, L. Vikan-Kline and M. Grothe, "Emphases on Experimental Procedure, Sex of Subjects, and the Biasing Effects of Experimental Hypotheses," Journal of Projective Techniques and Personality Assessment (1964), Vol. 28, pp. 470-473.

Another major finding relevant to sex and influenceability is the effect of personality. It has been noted that individual-difference variables affect the influenceability for males much more than for females. An example of female influenceability is contained in the following review of a study by R.E. Schulman and P. London.²⁹ Differences in influenceability (using hypnosis) found by testing four groups of girls suggest that very susceptible people are less aggressive, more compliant, and less negative in relations with authority figures. This would seem to indicate that individual-difference variables would affect females less than males as has been noted above.

C. Formulation of Hypotheses

The literature gives rise to the following hypotheses which may be examined:

- (1) The attitudes of young people toward deviance may be changed by identification with a former formalized deviant in a teaching role.
- (2) A former deviant will be given credit for statements containing more truth regarding the plight of other deviants by those with some background in the area of

²⁹R.E. Schulman and P. London, "Hypnotic Susceptibility and MMPI Profiles," Journal of Consulting Psychology (1963), Vol. 27, No. 2, pp. 157-160.

deviance than by those with no formal background.

(3) The students will feel that they have received a broader and more informative perspective regarding the problems encountered because of deviance than they would have otherwise received.

(4) A talk by a former deviant will effect a positive change in attitudes toward ex-convicts over time.

The author is cognizant that many factors which were dealt with in the discussion of the literature are not directly related to the aforementioned hypotheses. With respect to this thesis, only those factors which are felt to be directly related will be dealt with in the analysis to follow.

D. Summary

This chapter has presented the focus and the purpose of this investigation. It has surveyed the literature which appears to be the most relevant to the problem and has formulated a set of assumptions to be examined. The purpose of this study is to evaluate the John Howard "School-talk" program by assessing the effects of a talk by an ex-convict on the attitudes and opinions of groups of young people in a classroom setting. The message of our source relates to certain aspects of the law; feelings toward criminals; and his reports on prison life. The effect of this program will be discussed and comparisons between this method and the conventional method of discussing these problems will be made. The major significance of

this project may be in helping to determine whether this program contains elements of a viable alternative or aid to teaching young people material which is related to everyday life in the "real world". Although some studies have been found which are similar in one respect or another, this author has not found any study which is attempting to deal with the same problems in the same manner. It is hoped that this thesis will be, in some small way, a contribution toward easing the very difficult and costly task of orienting young adults to the reality of these problems.

CHAPTER II

METHODOLOGICAL CONSIDERATIONS

A. Scope

The scope of this study was determined by the availability of the visitor with expertise (the ex-convict); the co-operation of the John Howard Society; the acceptance of the study by the Edmonton Public School Board; the public high school which was chosen for the experiment; and the individual teachers whose classes were to be involved. Through the co-operation of the John Howard Society an itinerary of visits by an ex-convict to the high schools was obtained. After an examination of the schools available (i.e., those that could be used without upsetting the format of the "School-talk" program) Ross Sheppard Composite High School was chosen.

Among the factors considered in choosing this school were the physical location, the large enrollment, and the heterogeneity of its student population. The fact that optional courses were offered without regard to standings or specific grades and without regard to their present grade was another consideration which affected the choice. The final consideration was that a course in "Crime and Punishment" was offered as one of the options. This presented an opportunity to compare the standard method of transferring information (the "Crime and Punishment" course) with the method employed in this experiment (the use of the ex-convict and his message).

B. Authorization

Once the school had been selected, the problem of authorization by the school and the Edmonton Public School Board was encountered. The teacher of the "Crime and Punishment" course was approached and offered complete co-operation. With his help, other teachers of both the experimental and control groups were approached and their co-operation obtained. This was accomplished on an informal basis.

Formal authorization was then procured. An initial meeting with the Division of Field Experiences, Faculty of Education, at the University of Alberta was arranged. After a long discussion concerning the questionnaire the matter was referred to the Public School Board. The proper forms for authorization were filled out (see Appendix A) and were personally delivered back to the Edmonton Public Schools office. Permission was granted in the form of a letter to the Division of Field Experiences (see Appendix B). A telephone call to the school principal resulted in final confirmation of the authorization for this experiment.

C. Questionnaire

The questionnaire for the pre-test was made up of three parts. The questions were chosen from three sources: the long form of the Minnesota Survey of Opinions, the research branch of the Alberta Department of Culture, Youth and Recreation, and from questions developed exclusively for this study.

The first part consisted of personal identification and variables to allow comparison on sex, age, socio-economic status, major course of study, grade average of last completed year, present grade and ethnic background. The second part of the questionnaire consisted of questions concerning attitudes and opinions regarding convicts, ex-convicts, the law and self-image. The third part of the questionnaire was concerned with behavioral experiences of the respondents' and their close friends.

Parts two and three were structured so that a Likert scaling technique could be applied. Part three, the behavioral experiences, was also constructed so that these responses could be grouped into a "yes, no, no-comment" format if necessary. The Likert format was chosen because:

This scale is highly reliable when it comes to the rough ordering of people with regard to a particular attitude or attitude complex. The score indicates a measure of intensity as expressed on each statement.³⁰

³⁰D.C. Miller, Handbook of Research Design and Social Measurement (2nd edition, New York: David McKay Company, Inc., 1970), p. 92.

Pre-test #1. The original questionnaire included a plausible explanation of the reasons for the study without indicating its purpose. At the end of the questionnaire a sheet was offered for the respondents to state any ambiguities, and make suggestions for questionnaire improvement.

This original questionnaire was first pre-tested by 185 students at the University of Alberta who were enrolled in undergraduate courses. Although an argument may be made that this was not a representative sample of high school students, the advantages of using a group of this kind for pre-testing purposes are great. The students were not far removed from those to whom the questionnaire would be given and in addition to answering the questions, they were asked to comment concerning the questionnaire. They were, in effect, being used as judges. The questions which were then judged to be most relevant were chosen and the questionnaire was reworded and shortened accordingly. For original questions and format for pre-testing purposes please see Appendix C.

The results of the first pre-test indicated changes to correct errors, clarify ambiguities and delete questions. The questionnaire was rewritten into its present form (see Appendix D). Because of the changes, it was deemed necessary by the writer to again pre-test the questionnaire, this time within the same classroom setting which was to be used for the actual experiment. A group which would find the questions more difficult rather than easier to answer than would high school students was deemed desirable. For this reason a private school

for boys with a bilingual curriculum was chosen for pre-test #2. Collège Saint Jean was the chosen school and the students who participated were in grade seven to ten inclusively.

Pre-test #2. The co-operation and the lack of red tape in this school gave the writer the opportunity to set up this pre-test in the form of a simple before and after experiment. There were two grade seven, eight, nine and ten classes in which the students were randomly selected on a first come-first serve basis at the beginning of the school year. This provided the opportunity for the control and experimental groups without disturbing the original class set-up. In accordance with this, one class of each grade was used as the experimental group and the other as the control group. The questionnaires were administered to all groups on the same day, one week before the ex-convict came to speak to the classes chosen for the experimental groups. One week after the ex-convict (the stimulus) spoke to these experimental groups the questionnaire was again administered to both groups. The experimental design was as follows:

TABLE I
EXPERIMENTAL DESIGN

	Questionnaire Before	Stimulus	Questionnaire After
Grade:	7A	nil	7A
	7B	yes	7B
	8A	nil	8A
	8B	yes	8B
	9A	nil	9A
	9B	yes	9B
	10A	nil	10A
	10B	yes	10B

There were many problems encountered in the administration of the questionnaire. The major problem was that of comprehending the exact meanings of the questions. This was most obvious in the grade seven classes where a few could not read or understand the questions well enough to answer without help. Less difficulty was found in the other grades, and, overall, the administration procedures and the questionnaire itself were considered acceptable in its present form. In spite of the close supervision and guidance required by the grade seven students, the information gathered still led the writer to feel that the use of the questionnaires was valid with respect to groups of high school students. The total number of questionnaires responded to in this pre-test was 282.

D. The Experiment

A variation of the Solomon four-group design carried out over time was used as the experimental design. The instruments used for the collection of data have been discussed and were contained in the final questionnaire as used for pre-test #2 (see Appendix C). Any questionnaires which were returned and did not meet the design requirements were dropped from the samples. These were cases where it was felt that a respondent was not taking the experiment seriously, where the questionnaires were not completely filled out, and where a respondent missed the speech by the ex-convict or was absent on the day of the administration of one of the previous questionnaires. The following is the Solomon four-way design over time which was used in

the experiment.

TABLE II
EXPERIMENTAL DESIGN

Time 1		Time 2		Time 3
Exp. group 1A	Stimulus	Exp. group 1A	Time Lapse	Exp. group 1A
Exp. group 2A	Stimulus		Time Lapse	Exp. group 2A
	Stimulus	Exp. group 3A	Time Lapse	Exp. group 3A
	Stimulus		Time Lapse	Exp. group 4A
Exp. group 1B	Stimulus	Exp. group 1B	Time Lapse	Exp. group 1B
Exp. group 2B	Stimulus		Time Lapse	Exp. group 2B
	Stimulus	Exp. group 3B	Time Lapse	Exp. group 3B
	Stimulus		Time Lapse	Exp. group 4B
Control 1	No Stimulus	Control 1	Time Lapse	Control 1
Control 2	No Stimulus		Time Lapse	Control 2
	No Stimulus	Control 3	Time Lapse	Control 3
	No Stimulus		Time Lapse	Control 4

Within this design, four experimental groups (the "A" groups) were those classes which participated in the course "Crime and Punishment". The other four experimental groups (the "B" groups) did not participate in this course. The four control groups did not participate in either of the above optional courses, but were in a variety of other optional courses. There were a total of 491 questionnaires used in this experiment. The questionnaires were distributed as follows: Time 1 - one week before the stimulus was applied; Time 2 - one week after the stimulus was applied; Time 3 - four to five weeks after the second questionnaire (time 2) was administered - or five to six weeks after the stimulus was encountered by the recipients. The number of cases in

each class will be considered in the following chapter in the analysis of the data. The unit of analysis to be considered is that of the individual groups or classes.

E. Operationalization of Hypotheses

Before the analysis of the data can begin the concepts of this study must be operationalized. The following operations which serve as indicators of the original hypotheses are offered for consideration (for original hypotheses please see pp. 18-19).

Responses of students will indicate that:

- (1) Attitudes toward the legal system will change after exposure to the ex-convict and his message.
- (2) (a) Exposure to the ex-convict will result in his being perceived as more credible.
(b) Exposure to the ex-convict will result in his being perceived as more credible as an educator.
- (3) (a) If the sources of information are considered equal (by standardization) prior to exposure to the ex-convict and his message; this exposure will result in the ex-convict's message being given more credibility (controlling for saliency) by those with some formal background in deviance than by those without this background.
(b) If the sources of information are considered equal (by standardization) prior to exposure to the ex-convict and his message; this exposure will result in the ex-convict's

message being given more credibility (controlling for saliency) by those with some formal background in deviance than by those without this background with regard to the area of education.

- (4) The message of the ex-convict will effect a positive change in attitudes towards ex-convicts.
- (5) This positive change in attitudes towards ex-convicts will persist over time.

F. Classification of Indicators: Methodology

The questions from the questionnaire were arbitrarily separated into five classifications: perception of the system; discretion; information; criminal/convicts; prisons/jails (see Appendix E). From these five classifications, three, which were felt to be most indicative of the hypotheses, were chosen for analysis. These classifications were labelled - Information, Prisons, Convicts (see Appendix F). The scoring was arranged in a negative to positive direction based upon the intended impact of the stimulus. The selected questions were then given to three individuals to place in the available categories. When complete agreement was reached on the classifications of the questions, cluster analysis was undertaken.³¹

³¹R.K. Gupta, "Certain Techniques of Multivariate Analysis Applied to Different Measures of Inter-Item Relationships for Developing Unifactor Tests," Journal of Educational Measurement (Fall, 1968), Vol. 5, No. 3.

Through the process of the intuitive item analysis previously discussed, the three subtests which were considered most relevant to the hypotheses were then subjected to cluster analysis. A description of this method is as follows:

Step 1 - a variance-covariance matrix for all the items is calculated.

Step 2 - the three items with the highest KR-20 estimate are grouped in a "cluster".

Step 3 - all items are tested to determine which of the remaining items will cause the greatest increase in the KR-20 value. This item is added to the cluster. Items which lower the KR-20 estimate are deleted from further consideration.³²

The KR-20 estimate is an estimate of reliability which is similar to that of factor analysis.

This approach, called internal consistency, examines the covariance among all of the items simultaneously rather than that in a particular and arbitrary split. The Kuder-Richardson formulas and generalizations coming from them remain the most popular approach to reliability today.³³

³²S. Allen, "Homogeneity and Separability of Irrational Beliefs," (M.Ed. Thesis, Department of Educational Psychology, University of Alberta, 1970), pp. 21-22.

³³G.W. Bohrnstedt, "Reliability and Validity Assessment in Attitude Measurement," Attitude Measurement, ed. G.F. Summers (Chicago: Rand McNally and Company, 1970), Chapter 3, p. 87.

The item analysis was run on the pre-test groups for the experimental "A" classes, the experimental "B" classes, and the control classes. The post-test groups were not used for this analysis because the expected responses after exposure to the stimulus should indicate some change, thereby counteracting the clustering effect of the questions before exposure. The variables were considered to be time dependent and could only be used in this test before exposure to the stimulus. The total number of cases used in the item analysis was 130.

The questions agreed upon for this analysis were as follows:

Information:

- Question 5. The public lacks information on matters such as crime prevention and rehabilitation of criminals.
- Question 7. Ex-inmates, no longer involved in crime, are the individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.
- Question 8. Students are not well informed of the responsibilities and difficulties of policemen's work.
- Question 17. There is need for further education concerning crime prevention and the rehabilitation of criminals in the elementary schools.
- Question 24. An ex-inmate will tell it as it "really is".
- Question 34. An ex-inmate will give a more accurate picture of the life of an inmate or ex-inmate than will others.
- Question 46. Inmates are qualified to educate the public concerning matters of crime prevention and criminal rehabilitation.

Prisons:

- Question 1. Jails and/or penitentiaries provide further criminal education for law breakers.
- Question 2. Inmate brutality towards prison guards occurs infrequently.
- Question 4. The prison fails to provide a rehabilitative environment for most inmates.
- Question 9. Jail and/or penitentiary sentences are poor deterrents to crime.

Convicts:

- Question 3. An ex-inmate's record should be destroyed after he has completed his jail term.
- Question 15. The majority of ex-inmates are trustworthy as employees.
- Question 19. The majority of ex-inmates are trustworthy as a friend.
- Question 26. My personal contact with an ex-convict will affect the opinion of important others toward me.
- Question 29. In talking about the experiences of criminal life an ex-inmate will lie in order to make himself look good.
- Question 37. Once a convict has paid his price to society (been jailed) all should be forgiven.
- Question 40. The crime for which an ex-convict was convicted is not important.
- Question 42. An ex-convict is entitled to all the respect and privileges which is given to those who have not been involved with the law.
- Question 43. Personal contact with an ex-convict is detrimental to my self image.
- Question 45. Ex-convicts are given an equal chance in our society.

G. Classification of Indicators: Results

The results of the cluster analysis were in general agreement with the intuitive analysis originally undertaken. The three arbitrary classifications were further delineated into six classifications of which the four strongest (KR-20 reliability over .5) were chosen as indicators of the hypotheses. The final grouping of these questions is as follows:

Cluster #1

The label encompassing this grouping will now be "Attitudes towards ex-convicts".

- Question 3. An ex-inmate's record should be destroyed after he has completed his jail term.
- Question 37. Once a convict has paid his price to society (been jailed) all should be forgiven.
- Question 40. The crime for which an ex-convict was convicted is not important.
- Question 42. An ex-convict is entitled to all the respect and privileges which is given to those who have not been involved with the law.

These questions were all contained in the intuitive classification under the heading "Convicts". The KR-20 reliability of this grouping is .711592. This grouping is perceived to be a reliable indicator of the following hypotheses:

- #4 The message of the ex-convict will effect a positive change in attitudes towards ex-convicts.
- #5 This positive change in attitudes towards ex-convicts will persist over time.

Cluster #2

The label encompassing this grouping will be "Credibility of ex-convicts".

- Question 7. Ex-inmates, no longer involved in crime, are the individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.
- Question 15. The majority of ex-inmates are trustworthy as employees.
- Question 19. The majority of ex-inmates are trustworthy as a friend.
- Question 24. An ex-inmate will tell it as it "really is".
- Question 29. In talking about the experiences of criminal life an ex-inmate will lie in order to make himself look good.
- Question 34. An ex-inmate will give a more accurate picture of the life of an inmate or ex-inmate than will others.
- Question 46. Inmates are qualified to educate the public concerning matters of crime prevention and criminal rehabilitation.

These questions were originally contained in the intuitive classifications entitled "Convict" and "Information". The KR-20 reliability of this re-grouping is .653592. This grouping is perceived to be a reliable indicator of the following hypotheses:

- #2 Exposure to the ex-convict will result in his being perceived as more credible.
- #3 If the sources of information are considered equal (by standardization) prior to exposure to the ex-convict and his message; this exposure will result in the ex-convict's message being given more credibility (controlling for saliency) than the other source.

Cluster #3

The label for this grouping will now be "Attitudes toward the legal system".

Question 1. Jails and/or penitentiaries provide further criminal education for law breakers.

Question 4. The prison fails to provide a rehabilitative environment for most inmates.

Question 9. Jail and/or penitentiary sentences are poor deterrents to crime.

These questions were contained in the intuitive classification "Prisons". The KR-20 reliability of this grouping is .55742 and is perceived to be a reliable indicator of the following hypothesis:

#1 Attitudes toward the legal system will change after exposure to the ex-convict and his message.

Cluster #4

The label for encompassing this grouping will be "Expertise and credibility in education".

Question 5. The public lacks information on matters such as crime prevention and rehabilitation of criminals.

Question 7. Ex-inmates, no longer involved in crime, are individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.

Question 46. Inmates are qualified to educate the public concerning matters of crime prevention and criminal rehabilitation.

These questions were encompassed under the heading of "Information". The KR-20 reliability of this grouping is .531906 and is perceived to be another reliable indicator of the aforementioned hypotheses #2b and #3b.

Cluster #5 and Cluster #6 were deleted from the final analysis.

The reasons are as follows:

(1) The KR-20 was below 0.5

(#5 = .422824, #6 = .349853)

(2) In the majority of cases, the questions were re-groupings and duplications of questions already being considered.

(3) The homogeneity of the groupings did not directly relate to the hypotheses under consideration.

H. Summary

This chapter has dealt with the scope of the study, the considerations which determined the choice of the schools and the sample, and the problems encountered in obtaining authorization to implement the experiment. The formulation of the questionnaire was also discussed and the reasons for its implementation were explained.

The original questionnaire was presented along with the description and criteria of the first pre-test. After the reformulation of the questionnaire, a second pre-test was undertaken as a pseudo-experiment. The experimental before-after design with the use of control groups was described and some of the problems encountered were stated.

At this point the actual experiment and its administration was described. The total number of questionnaire respondents were 773. Of this, 282 were involved in the second pre-test and 491 respondents were involved in the experiment with which this paper is most concerned.

The concepts were operationalized in order that the indicators might be stated and examined. The grouping of these indicators was undertaken, first by an intuitive process and then by cluster analysis. The resultant groupings were discussed and finalized. In the following chapter the data will be analyzed and the results relevant to the original hypotheses, the relationships between the findings and those assumptions, will be explained.

CHAPTER III
ANALYSIS OF DATA

A. Preparation of Data

Once the grouping of the various clusters had been determined, a check of all respondents was made to insure that they had proceeded through the stages of the experiment as planned. Because of the variation in group sizes after each test, it was apparent that some of the respondents were not included at one or another of the time periods. It was also felt that respondents who missed the last part of the experiment could have been replaced with other respondents who had missed the first part. Therefore, it was felt that the only way to insure accurate information was to follow each respondent through the tests. Any respondent who did not complete the experiment (respond to every appropriate test) was dropped from the sample. This was done with the realization that the number of cases in the sample would show a substantial drop. This examination resulted in the acceptance of the following number of respondents and cases utilized in this study.

TABLE III
SUMMARY OF UTILIZED DATA

Experimental Condition	Group	Time	Number of Respondents	Number of Cases
Speaker and Class	1	1		14
Speaker and Class	1	2		14
Speaker and Class	1	3	14	14
Speaker and Class	2	1		13
Speaker and Class	2	3	13	13
Speaker and Class	3	2		18
Speaker and Class	3	3	18	18
Speaker and Class	4	3	16	16
Speaker and Class Total:			61	120
Speaker Only	1	1		19
Speaker Only	1	2		19
Speaker Only	1	3	19	19
Speaker Only	2	1		21
Speaker Only	2	3	21	21
Speaker Only	3	2		20
Speaker Only	3	3	20	20
Speaker Only	4	3	19	19
Speaker Only Total:			79	158
Control	1	1		14
Control	1	2		14
Control	1	3	14	14
Control	2	1		20
Control	2	3	20	20
Control	3	2		13
Control	3	3	13	13
Control	4	3	10	10
Control Total:			57	118
Speaker and Class Totals			61	120
Speaker Only Totals			79	158
Control Totals			57	118
Total number of respondents and cases for this experiment:			197	396

The next step in the analysis of data was to group the responses of individual questions into cluster scores. This was done for each individual. The score obtained was calculated by summing the responses and dividing by the number of questions in the cluster which were not answered by a "No Response". This resulted in a cluster score for each individual within each group for every questionnaire (case) completed.³⁴

B. Procedure for Analysis Within Groups

The procedure followed in comparing the cluster scores of the groups before and after exposure to the stimulus and then over an extended time period involved the use of the sign test. This test was chosen because it is "particularly useful for research in which quantitative measurement is impossible or infeasible, but in which it is possible to rank with respect to each other the two members of each

³⁴Adjustments were made to the individual cluster scores in order to compensate for "No Response" categories. The responses ranged as follows:

No Response	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Due to the fact that the "No Response" category is not on the continuum from "Strongly Disagree" to "Strongly Agree", its inclusion in the cluster score would not be meaningful with respect to a change in attitude. Therefore, for the purpose of our analysis, any individual responses in this category were deleted and the resulting sum divided by the number of questions answered in the remaining categories. In this way the individual cluster scores were obtained for each individual in each group at each time period.

pair"³⁵. This test does not assume that the subjects are drawn from the same population or that they are matched in regard to age, sex, intelligence or other variables of this nature. The only requirement is that each pair within the experiment be matched according to the relevant variables to be considered. For this reason the same individuals over time, or using the same individuals as their own control, fulfils the requirements of this test.

The sign test is primarily concerned with the direction of change within the pairs in the experiment. The magnitude of the change is not considered by the use of this test.³⁶ The application of the sign test consists of comparing an individual's cluster score before the introduction of the stimulus to his cluster score after and then over time. If the score rises, a minus is assigned to that score change. This denotes a favorable change in attitude. When the individual cluster score goes down a plus is assigned, and when the score remains the same it is recorded as indefinite. At this point all individual scores are added and the total number of positive, negative and indefinite responses are recorded. The significance level is also stated although

³⁵S. Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), p. 68.

³⁶A test which would give both the direction of change and the magnitude is the Wilcoxon Matched-Pairs Signed Ranks Test. Unfortunately at this time it is not available through the present facilities. Our hypotheses deal with the question of change and the direction of change. The techniques used do not allow for the measurement of magnitude of change with enough precision to draw empirical inferences.

its interpretation is problematic due to the small group size. Therefore, it is only possible to look at trends or shifts in opinions without due consideration of significance levels. They will be presented for the interest of the reader and not for inference.

C. Comparisons Within Groups

(i) Groups Exposed to Speaker and Class. The first groups to be considered in this analysis are those which participated in the "Crime and Punishment" class offered in the school. The direction of individual change after the stimulus will be noted as well as the group change. The results of the experimental groups, as they relate to the hypotheses being considered, will be stated for each cluster following the presentation of the tables. The control group results will be dealt with collectively.

Cluster #1 "Attitudes towards ex-convicts": This cluster is perceived to be a reliable indicator of the following hypotheses: that the message of the ex-convict will effect a positive change in attitudes towards ex-convicts, and that this positive change will persist over time. The results for the first groups which participated in the various tests (time 1 - before exposure to the stimulus, time 2 - after exposure to the stimulus, and time 3 - over an extended time period after exposure to the stimulus) are now offered for consideration.

TABLE IV

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	6	3	5	0.5	*	
Time 1 to Time 3	4	7	3	0.5		*
Time 2 to Time 3	3	7	4	0.3		*

*denotes shift

TABLE V

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 3	6	5	2	1.0	**	

**denotes insignificant shift

TABLE VI

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 2 to Time 3	11	5	0.2	*	

*denotes shift

Within the groups exposed to the "Crime and Punishment" class it can be seen that when two tests have been administered, the trend toward an overall group shift in attitudes moves in a positive direction. For this cluster, however, the longer the time period between the administration of the questionnaires the less pronounced is the change. The impact of the pre-test (time 1) and the first post-test (time 2) upon the second post-test (time 3) seems to have a slight negative effect upon the results over time. In the group where no pre-test was given, the most significant change was noted. These findings lend support to the hypothesis that the message presented by the ex-convict will tend to effect a positive change in attitudes toward ex-convicts and that this change will tend to persist over an extended period of time.

Cluster #2 "Credibility of ex-convicts": This cluster is an indicator of the hypotheses that exposure to the ex-convict will result in his being perceived as more credible, and his message will be considered more credible by those with some formal background in the study of deviance. The results for the same groups (those which participated in the "Crime and Punishment" class) are as follows.

TABLE VII
CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	10	2	2	0.03	*	
Time 1 to Time 3	8	5	1	0.5	*	
Time 2 to Time 3	5	6	3	1.0		**

*denotes shift

**denotes insignificant shift

TABLE VIII

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative indefinite		positive	negative
Time 1 to Time 3	5	3	0.7	*	

*denotes shift

TABLE IX

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative indefinite		positive	negative
Time 2 to Time 3	11	3	4	*	

*denotes shift

For this cluster, the analysis of the same groups seem to indicate a more positive change in attitudes which endure the effects of time and questionnaire administration. Within all groups, the changes were positive. There does not seem to be a negative effect of the questions as noted in Table IV. These findings lend support to the hypothesis that exposure to the ex-convict will result in his being perceived as more credible.

Cluster #3 "Attitudes toward the legal system": This cluster is an indicator of the hypothesis that attitudes toward the legal system will change after exposure to the ex-convict and his message. The results for the groups which participated in the "Crime and Punishment" class are as follows.

TABLE X

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
 CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	5	3	6	0.7	*	
Time 1 to Time 3	9	3	2	0.1	*	
Time 2 to Time 3	5	4	5	1.0	**	

*denotes shift

**denotes insignificant shift

TABLE XI

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 1 to Time 3	7	5	0.8	*	

*denotes shift

TABLE XII

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 2 to Time 3	5	6	7	1.0		**

**denotes insignificant shift

The analysis of these groups also indicate a positive change in attitudes. Within all groups considered the changes were positive. These findings lend support to the hypothesis that attitudes toward the legal system will change after exposure to the ex-convict.

Cluster #4 "Expertise and credibility in education": This cluster is an indicator of the hypotheses that exposure to the ex-convict will result in his being perceived as more credible as an educator, and his message will be given more credibility with regard to the area of education. The results of this analysis for the "Crime and Punishment" classes are now offered for consideration.

TABLE XIII

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
 CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
 CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative indefinite		positive	negative
Time 1 to Time 2	8	3	0.2	*	
Time 1 to Time 3	6	5	1.0	**	
Time 2 to Time 3	2	5	0.5		*

*denotes shift

**denotes insignificant shift

TABLE XIV

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 1 to Time 3	4	5	4		**

**denotes insignificant shift

TABLE XV

CHANGES IN GROUPS TAKING "CRIME AND PUNISHMENT" CLASS
CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 2 to Time 3	3	7	0.3		*

*denotes shift

The analysis of these groups with respect to this cluster do not show a positive change. Initially the tests 1 and 2 show change but this does not seem to hold over time. The overall group shift seems to be negative. These findings do not support the hypotheses that exposure to the ex-convict will result in his being perceived as more credible as an educator or that his message will be given credibility with regard to the area of education. The question of whether his message will be given more credibility by those without exposure to the "Crime and Punishment" class will be dealt with in comparisons between groups.

(ii) Groups Exposed to Speaker Only. The second groups to be considered in this analysis are those which did not participate in the "Crime and Punishment" class but who were exposed to the stimulus in the same manner. The relationship of the four clusters to the hypotheses are identical. Therefore, only the results of the analysis of these groups which were exposed to the stimulus (Speaker Only) will be stated following the presentation of the tables.

TABLE XVI
CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	6	5	8	1.0	**	
Time 1 to Time 3	9	5	5	0.4	*	
Time 2 to Time 3	11	4	4	0.1	*	

*denotes shift
**denotes insignificant shift

TABLE XVII

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
 CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 1 to Time 3	8	9	4		**

**denotes insignificant shift

TABLE XVIII

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
 CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative indefinite		positive	negative
Time 2 to Time 3	11	7	2	*	

*denotes shift

The analysis of these groups shows a very minor change between time 1 and time 2. But, over an extended period of time, there is a positive shift in attitudes. This tends to support the hypothesis that the message presented by the ex-convict will tend to effect a positive change in attitudes towards ex-convicts over an extended time period.

TABLE XIX

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	11	8	0	0.6	*	
Time 1 to Time 3	10	7	2	0.6	*	
Time 2 to Time 3	7	10	2	0.6		*

*denotes shift

TABLE XX

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
 CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 3	10	7	4	0.6	*	

*denotes shift

TABLE XXI

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
 CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 2 to Time 3	11	6	3	*	

*denotes shift

For this cluster, the analysis of these groups seem to indicate a positive change in attitudes. There seems to be a slight shift back toward original attitudes at time 3 in the group which was exposed to all three tests, but the other groups who received two of the tests also show an overall positive change over time. This lends support to the hypothesis that exposure to the ex-convict will result in his being perceived as more credible.

TABLE XXII

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	10	6	3	0.4	*	
Time 1 to Time 3	11	4	4	0.1	*	
Time 2 to Time 3	5	8	6	0.5		*

*denotes shift

TABLE XXIII

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
 CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 1 to Time 3	12	5	4	*	

*denotes shift

TABLE XXIV

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 2 to Time 3	3	7	0.3		*

*denotes shift

The results of this analysis show an overall positive change in attitudes toward the legal system by these groups, thereby lending support to that hypothesis. Although there is a slight shift back over time in the group that participated in the three tests the next change is positive. The one group who did not receive the pre-test shows a small negative shift, but the number of indefinite responses in this group is very large. Although we have stated that the overall change is positive it must again be emphasized that we are dealing strictly with direction of change and not with magnitude. This positive change seems to be strongest where the test at time 2 was not encountered by the respondents. Those who participated in the test at time 2 seem to have been influenced in a negative manner.

TABLE XXV

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
 CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
 CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	7	5	7	0.7	*	
Time 1 to Time 3	7	8	4	1.0		**
Time 2 to Time 3	3	8	8	0.2		*

*denotes shift

**denotes insignificant shift

TABLE XXVI

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"

CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"

CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative		positive	negative
Time 1 to Time 3	8	7	1.0	**	

**denotes insignificant shift

TABLE XXVII

CHANGES IN GROUPS EXPOSED TO "SPEAKER ONLY"
 CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 2 to Time 3	9	4	7	0.3	*	

*denotes shift

This analysis indicates a minimum of change. The fluctuation within the groups over time seem to result in a negative change over time where the groups have received the pre-test and a positive change in the group which did not. Because of the inconclusive results regarding this cluster, support of the hypotheses - that exposure to the ex-convict will result in his being perceived as more credible as an educator or that his message will be given credibility with regard to the area of education - cannot be given.

(iii) Control groups. The last groups to be considered in this analysis are those who did not participate in the "Crime and Punishment" class and were not exposed to the stimulus. These are the groups used for control. They received the questionnaires in the same manner as the other groups. The results for these groups are offered collectively, following presentation of the tables.

TABLE XXVIII
CHANGES IN "CONTROL" GROUPS
CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	4	8	2	0.3		*
Time 1 to Time 3	6	8	0	0.8		*
Time 2 to Time 3	5	5	4	1.0	nil	nil

*denotes shift

TABLE XXIX

CHANGES IN "CONTROL" GROUPS
 CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes			Significance level	Overall Group Shift	
	<u>positive</u>	<u>negative</u>	<u>indefinite</u>		<u>positive</u>	<u>negative</u>
Time 1 to Time 3	5	10	5	0.3		*

*denotes shift

TABLE XXX

CHANGES IN "CONTROL" GROUPS
 CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes		Significance level	Overall Group Shift	
	positive	negative indefinite		positive	negative
Time 2 to Time 3	4	63	0.8		*

*denotes shift

TABLE XXXI

CHANGES IN "CONTROL" GROUPS
 CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	4	6	4	0.8		*
Time 1 to Time 3	5	6	3	1.0		**
Time 2 to Time 3	6	3	5	0.5	*	

*denotes shift

**denotes insignificant shift

TABLE XXXII

CHANGES IN "CONTROL" GROUPS
 CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 3	11	6	3	0.3	*	

*denotes shift

TABLE XXXIII

CHANGES IN "CONTROL" GROUPS
 CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 2 to Time 3	6	4	3	0.7	*	

*denotes shift

TABLE XXXIV

CHANGES IN "CONTROL" GROUPS
 CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
 CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	5	5	4	1.0	nil	nil
Time 1 to Time 3	5	7	2	0.8		*
Time 2 to Time 3	4	5	5	1.0		**

*denotes shift

**denotes insignificant shift

TABLE XXXV

CHANGES IN "CONTROL" GROUPS
 CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 3	10	4	6	0.2	*	

*denotes shift

TABLE XXXVI

CHANGES IN "CONTROL" GROUPS
 CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 2 to Time 3	8	4	1	0.4	*	

*denotes shift

TABLE XXXVII

CHANGES IN "CONTROL" GROUPS
 CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
 CHANGES IN EXPERIMENTAL GROUP 1

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 2	5	6	3	1.0		**
Time 1 to Time 3	5	6	3	1.0		**
Time 2 to Time 3	5	2	7	0.5	*	

*denotes shift

**denotes insignificant shift

TABLE XXXVIII

CHANGES IN "CONTROL" GROUPS
 CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
 CHANGES IN EXPERIMENTAL GROUP 2

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 1 to Time 3	13	4	3	0.05	*	

*denotes shift

TABLE XXXIX

CHANGES IN "CONTROL" GROUPS
 CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"
 CHANGES IN EXPERIMENTAL GROUP 3

	Number of Individual Changes			Significance level	Overall Group Shift	
	positive	negative	indefinite		positive	negative
Time 2 to Time 3	6	4	3	0.8	*	

*denotes shift

The results of all the control groups for each cluster considered are very similar. The only discrepancy is within groups 2 and 3 (those respondents who participated in two tests) and only for the first cluster (Tables XXXII-XXXIII). These groups show a slight negative change with regard to the questions concerning attitudes towards ex-convicts. This may be due to the effects of those particular questions or to some other unexplained combination of variables. The results for every other cluster and for every other control group are the same (Table XXXI, and Tables XXXIV-XXXIX). They show either no change at all or a slight positive shift where only two tests were used.

D. Procedure for Analysis Between Groups

Comparisons between the groups will now be made using the aforementioned results of the sign tests. The author is fully aware that a more extensive analysis of between group comparisons and interaction effects should be noted at this time. Unfortunately, the methodology involved in this type of analysis is very lengthy and questionable given the restrictions of the data as to the size of the groups. Mann-Whitney U tests were run for all combinations of independent samples to test for differences in change. They were also made between the various groups to test for interaction effects and are offered for the interest of the reader (see Appendices G and H). They will not be used in the discussion of the results of between group comparisons as it is beyond the scope of this study.

E. Comparisons Between Groups

The groups will now be compared for each cluster. Changes of attitudes or opinions will be examined as to their direction and to the level at which these changes would be considered significant. The reader is again reminded that the significance level is of limited importance because of the small sample sizes and that this study is most concerned with the trend toward change; the direction, rather than the magnitude of that change.

TABLE XXXX

CHANGES BETWEEN GROUPS
CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"

	Time 1 to Time 2			Time 1 to Time 3			Time 2 to Time 3		
	Significance level	Overall positive	Group Shift negative	Significance level	Overall positive	Group Shift negative	Significance level	Overall positive	Group Shift negative
Group 1 3 tests Speaker and Class Speaker Only Control	0.5 1.0 0.3	* **	*	0.5 0.4 0.8	*	* *	0.3 0.1 1.0	* nil	* nil
Group 2 2 tests Speaker and Class Speaker Only Control				1.0 1.0 0.3	**	** *			
Group 3 2 tests Speaker and Class Speaker Only Control							0.2 0.5 0.8	* *	*

* denotes shift

** denotes insignificant shift

The differences between groups for this cluster is at best very slight and in no way significant. Where the groups participated in all three tests the groups which were exposed to the "Speaker Only" indicated a tendency toward a small positive shift, while the groups who were exposed to the "Speaker and Class" showed no change over the length of the experiment. The control groups indicated an even smaller indication of a trend toward a positive shift, possibly due to the questionnaire. Those in these groups who were exposed to the "Speaker and Class" did indicate a negative shift after the time 2 test back to their approximate original position. This suggests that classroom interaction may have played some part in the results.

For those groups who participated in two tests, the pre-test and the final test over time, there seems to be no discernable difference between groups. There is a difference indicated between those groups who participated in the first post-test and the final test over time. The "Speaker and Class" groups indicate a higher degree of positive change than the "Speaker Only" groups. This is contrary to the "Control" groups which show a slightly negative change.

These results indicate slight support for the hypothesis that exposure to the ex-convict will result in his message being perceived as more credible by those with some background in deviance as compared to those without this background.

TABLE XXXXI

CHANGES BETWEEN GROUPS
CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"

	Time 1 to Time 2		Time 1 to Time 3		Time 2 to Time 3	
	Significance level	Overall Group Shift positive	Overall Group Shift negative	Significance level	Overall Group Shift positive	Overall Group Shift negative
Group 1 3 tests Speaker and Class Speaker Only Control	0.03 0.6 0.8	* *		0.5 0.6 1.0	* * **	 ** *
Group 2 2 tests Speaker and Class Speaker Only Control				0.7 0.6 0.3	* * *	
Group 3 2 tests Speaker and Class Speaker Only Control					0.05 0.3 0.7	* * *

* denotes shift

** denotes insignificant shift

These results indicate very little net difference between groups for this cluster. It is only in the groups who participated in all three tests that differences may be noted. There seems to be a stronger initial change in the "Speaker and Class" groups compared to the "Speaker Only" groups, but this seems to even out over time. Both of these groups show a positive direction of change contrary to that of the "Control" groups.

TABLE XXXXII

CHANGES BETWEEN GROUPS
CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"

	Time 1 to Time 2		Time 1 to Time 3		Time 2 to Time 3	
	Significance level	Overall positive	Group Shift negative	Significance level	Overall positive	Group Shift negative
Group 1 3 tests						
Speaker and Class	0.7	*		0.1		
Speaker Only	0.4	*		0.1	*	*
Control	1.0	nil	nil	0.8	*	*
Group 2 2 tests						
Speaker and Class				0.8	*	
Speaker Only				0.1	*	
Control				0.2	*	
Group 3 2 tests						
Speaker and Class						
Speaker Only				1.0		**
Control				0.3	*	*
				0.4		

* denotes shift

** denotes insignificant shift

In this cluster there is a fairly positive change for both experimental groups who participated in the three tests, contrary to that of the control counterpart. In the groups which participated in two tests there were no significant differences.

TABLE XXXXIII

CHANGES BETWEEN GROUPS
CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"

	Time 1 to Time 2			Time 1 to Time 3			Time 2 to Time 3		
	Significance level	Overall positive	Group Shift negative	Significance level	Overall positive	Group Shift negative	Significance level	Overall positive	Group Shift negative
Group 1 3 tests Speaker and Class Speaker Only Control	0.2 0.7 1.0	* *	 **	1.0 1.0 1.0	** 	 ** **	0.5 0.2 0.5	 *	 * *
Group 2 2 tests Speaker and Class Speaker Only Control				1.0 1.0 0.05	** * *	** 			
Group 3 2 tests Speaker and Class Speaker Only Control							0.3 0.3 0.8	* * *	*

* denotes shift

** denotes insignificant shift

In this cluster there does not seem to be any appreciable differences between the groups. There is very little evidence of a net change and the evidence that is offered is slight and inconclusive.

F. Summary of Results

The analysis of this study has been primarily concerned with the direction of change indicated by the respondents after exposure to the ex-convict and his message. The results seem to indicate that within group comparisons a positive shift or at least a trend toward a positive shift in attitudes has been established for the following hypotheses:

- (1) Attitudes toward the legal system will change after exposure to the ex-convict and his message.
- (2) (a) Exposure to the ex-convict will result in his being perceived as more credible.
- (4) The message of the ex-convict will effect a positive change in attitudes towards ex-convicts.
- (5) This positive change in attitudes towards ex-convicts will persist over time.

The analysis also indicates that there is no support or trend toward a positive shift in attitudes with respect to the following hypotheses:

- (2) (b) Exposure to the ex-convict will result in his being perceived as more credible as an educator.
- (3) (a) If the sources of information are considered equal (by standardization) prior to exposure to the ex-convict and his

message; this exposure will result in the ex-convict's message being given more credibility by those with some formal background in deviance than by those without this background with regard to the area of education.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

A. Conclusions

The main purpose of this study was to determine whether a meeting with an ex-convict and listening to his reports on certain aspects of the law, feelings toward criminals, and his views on prison life would have an effect upon the attitudes and/or opinions of groups of young people in a classroom setting. The John Howard Society "School-talk" program was used as the experimental tool by which these changes in attitudes could be assessed.

The data was collected by the use of questionnaires. Questions relevant to the original hypotheses were grouped according to cluster analysis and subsequently analyzed using the sign test as a measure of differences within groups. After this analysis was completed and the results tabulated, the significance levels of the findings were not considered due to the small sizes of the groups. But after the analysis was completed, a sign-ranks test was run on the same data. The results of this more stringent test were not discussed as they were not available until after the completion of the original experiment. However, the results of this test not only confirmed the findings of our original analysis but raised the significance of the changes. The results of this test and its comparison with the sign test results are offered for the reader's consideration in Appendix I.

The results of this study indicate that the attitudes of the respondents toward the legal system will change in a positive direction after exposure to the ex-convict and his message. Exposure to the ex-convict will result in his being perceived as more credible. He will be considered not as someone different but as a person similar to the respondent except that he has been exposed to different life experiences. The message of the ex-convict will also effect a positive change in the attitudes of the respondents towards ex-convicts and this positive change in attitudes will persist over time.

The results also indicate that after exposure to the ex-convict and his message the respondents do not feel he is more credible as an educator. Those respondents with some formal background in deviance, in this case the groups which were also taking the "Crime and Punishment" class, did not rate his message more credible than those subjects without that background. This was also the case with regard to attitudes within the area of education.

B. Implications

The implications of the above findings suggest that the John Howard "School-talk" program, and other programs similar in nature, be considered as a worthwhile endeavour to be continued and expanded upon. However, the message content of the speaker should be analyzed and directed in a manner which would insure maximum positive results. A training program for ex-convicts dealing with presentation and delivery of information could be established and a set of criteria formulated to

insure continuation and continuity in the speakers selected for the program. Although care must be taken in generalization of the results, the indications suggest that additional research should increase the scope of these findings. The groundwork is complete and with the methodological tools available (as set out in the body and appendices of this study) further results, empirically valid and reliable, should be easily obtainable.

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APPENDICES

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APPENDIX A

COOPERATIVE ACTIVITIES PROGRAM

1. Nature of Activity (Check one)

Student Teaching Internship _____ Demonstration/Experimentation _____
Special Practicum _____ Research X

2. Organizations to be Involved

Edmonton Public School System X County of Strathcona _____

Edmonton Separate School System _____ St. Albert Protestant/Separate
School System _____

N.A.I.T. _____ U. of A. Faculty of _____ Other _____

3. Requestor (staff member)

Name Mr. Earl Golden Position Sociology M.A. Candidate

Request made on behalf of Self

4. Description of Activity - Include title, objectives, procedures, evaluation, techniques, etc.

The Offender as Educator

This study and evaluation is concerned with the effects of personal contact with an ex-convict as a method of educating groups of young people. With the cooperation of the John Howard Society, their ongoing "School-talk" program will be evaluated with respect to the attitudes and opinions of the students towards aspects of the law, ex-convicts and criminality before and after the talks have been given. An itinerary of visits to some of the high schools in Edmonton has been obtained. A questionnaire has been designed for the students who will be participating in this project and the experimental design has been formulated. (See attached.) The evaluation will be made at the university using approved empirical techniques, and the results will be made available to the schools involved. The John Howard Society has approved this project and is providing assistance wherever necessary. The school in question has indicated great interest and willingness to cooperate, once approval has been obtained. The John Howard Society has submitted a letter to the school board outlining the entire evaluation program. I would respectfully request a prompt decision on this matter as time is most important due to the proximity of the Christmas holidays.

5. Anticipated value to requestor

Research and Evaluation. Data will be collected and written as fulfillment of partial requirements for an M.A. degree.

6. Anticipated value to cooperating organization

Evaluation of ongoing "School-talk" program for John Howard Society research for the University of Alberta, Department of Sociology.

7. Estimate of cost (See remuneration guidelines)

Nil

8. Suggested personnel, schools and times

Personnel - the researcher and the John Howard Society.

Ross Sheppard High School - four classes at 15-20 minutes

per class to administer a questionnaire on three separate

occasions during a two-month period.

9. Approved by /s/ "W.A. Kiffiak" Division of Field Experiences
Date November 2, 1971

Approved by /s/ "Earl Mansfield" EPSB
School System

Date November 2, 1971

subject to the following conditions.

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Y

C
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APPENDIX B

LETTER OF AUTHORIZATION

Edmonton Public Schools
10010-107A Avenue
Edmonton 17, Alberta

November 2, 1971

Mr. W.A. Kiffiak
Administrative Assistant
Division of Field Experiences
Faculty of Education
University of Alberta
Edmonton 7, Alberta

Dear Mr. Kiffiak:

RE: Research Request - Mr. Earl Golden

This project has been approved on the usual permissive basis following examination by our office and confirmation from the principal of Ross Sheppard Composite High that his school is interested and willing to cooperate.

Mr. Golden should contact the principal of Ross Sheppard Composite High School, Mr. M. Fowler (454-8576) as soon as possible to determine whether or not his final approval is forthcoming and, if so, to make the necessary follow-up arrangements. A copy of this letter and of the related correspondence is being sent to Mr. Fowler in anticipation of his being contacted by Mr. Golden in the very near future.

Yours sincerely,

/s/ "Earl Mansfield"

E.A. Mansfield, Ph.D.
DIRECTOR - EDUCATIONAL RESEARCH

EAM/ab

CC: E. Golden
J. Ramoutar
M. Fowler
Dr. K. Grierson
A. Nichols
Dr. N. Marchak

APPENDIX C

ORIGINAL QUESTIONNAIRE PRESENTATION

This questionnaire is part of a survey on student interests, opinions, and behavior being given in selected Edmonton high schools. A wide variety of questions are included, and we are interested in your personal opinions and feelings. Select the answer which comes closest to your own feeling or belief. We think you will find these questions of great interest.

Try to go through the questionnaire without spending too much time on any one question. Please answer each question in order, without skipping. When finished, turn in your work to the researcher from the University.

This is not a test! The right answer to any question is your honest opinion about the way you look at things. Feel free to answer exactly the way you feel. No one connected with the schools will see your individual questionnaires. Reports about this survey will summarize all information and no individual, or class, will ever be identified. Please do not sign your name.

In order to insure complete secrecy, use the following method for your I.D. number.

- (1) Your day of birth
- (2) Your month of birth
- (3) Your year of birth
- (4) Your first and last initials

EXAMPLE: Birthdate - 6 September 1955, John Smith

06 09 55 J S

Therefore: I.D. # 060955JS

QUESTIONNAIRE

I.D. # _____ AGE: _____ SEX: MALE _____ OCCUPATION OF HEAD OF FAMILY _____
FEMALE _____ APPROXIMATE MONTHLY FAMILY INCOME _____

MAJOR COURSE OF STUDY

WERE BOTH PARENTS BORN IN CANADA?

YES

NO

GRADE

WAS ONE PARENT BORN IN CANADA?

YES

NO

GRADE AVERAGE LAST YEAR

WERE YOU BORN IN CANADA?

YES

NO

THIS IS NOT A TEST! THERE ARE NO WRONG ANSWERS. PLEASE BE HONEST IN ALL OF YOUR ANSWERS. CIRCLE THE ANSWER WHICH YOU FEEL BEST FITS THE QUESTION. DO NOT PUT YOUR NAME ON THESE SHEETS. NO ONE WILL TRY TO IDENTIFY YOU BY YOUR ANSWERS. READ ALL FIVE POSSIBLE ANSWERS BEFORE RESPONDING TO A QUESTION.

1. Jails and/or penitentiaries provide further criminal education for law breakers.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2. Individuals convicted of sexual offences should be given psychiatric treatment.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3. Inmate brutality towards prison guards occurs infrequently.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4. An ex-inmate's record should be destroyed after he has completed his jail term.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5. The prison fails to provide a rehabilitative environment for most inmates.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6. The public lacks information on matters such as crime prevention and rehabilitation of criminals.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

7. A person should obey only those laws that seem reasonable.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8. Ex-inmates, no longer involved in crime, are the individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
9. Students are not well informed of the responsibilities and difficulties of policemen's work.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
10. Jail and/or penitentiary sentences are poor deterrents to crime.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
11. It is all right to evade the law if you do not actually violate it.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
12. Individuals convicted of murder should be sentenced to life imprisonment.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
13. A prison inmate should be provided with the opportunity for further education and/or employment outside the prison on a daily basis.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
14. There is a need for further education concerning crime prevention and rehabilitation of criminals in the junior and senior high schools.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

15. The sentences of judges in Courts are determined by their prejudices.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
16. Individuals concerned with enforcing the law such as the police and magistrates, are faced with a difficult task.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
17. Police brutality towards law breakers occurs infrequently.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
18. The majority of ex-inmates are trustworthy as employees.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
19. Juries seldom understand a case well enough to make a really just decision.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
20. There is need for further education concerning crime prevention and the rehabilitation of criminals in the elementary schools.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
21. Everyone is treated equally by the law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
22. The majority of ex-inmates are trustworthy as a friend.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
23. The majority of students are well informed concerning legal matters and therefore know when they are breaking the law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

24. A man should obey the laws no matter how much they interfere with his personal ambitions.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
25. An individual's social status can influence the decisions of law enforcement agencies.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
26. Individuals convicted of murder should receive a capital sentence (i.e. - execution).	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
27. One should tell the truth in court regardless of the consequences.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
28. An ex-inmate will tell it as it "really is".	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
29. If our economic system were just, there would be much less crime.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
30. My personal contact with an ex-convict will affect the opinion of important others toward me.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
31. "Soft" drugs (Pot, Hash) should not be prohibited by law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
32. On the whole, policemen are honest.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

33. In talking about the experiences of criminal life an ex-inmate will lie in order to make himself look good.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
34. On the whole, judges are honest.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
35. Individuals convicted of sexual offences should be sentenced to lashings.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
36. A person who reports minor law violations is only a troublemaker.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
37. A man should tell the truth in court, regardless of the consequences.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
38. An ex-inmate will give a more accurate picture of the life of an inmate or ex-inmate than will others.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
39. It is difficult to break the law and keep one's self respect.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
40. A person is justified in lying to protect a friend on trial.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
41. Once a convict has paid his price to society (been jailed) all should be forgiven.	Strongly Agree	Agree	Don Know	Disagree	Strongly Disagree

42. On the whole, lawyers are honest.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
43. Almost anything can be fixed up in the courts if you have enough money.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
44. The crime for which an ex-convict was convicted is important.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
45. Violators of the law are nearly always detected and punished.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
46. An ex-convict is entitled to all the respect and privileges which is given to those who have not been involved with the law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
47. Personal contact with an ex-convict is detrimental to my self image.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
48. It is all right for a person to break the law if he does not get caught.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
49. Ex-convicts are given an equal chance in our society.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
50. Inmates are qualified to educate the public concerning matters of crime prevention and criminal rehabilitation.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

51. A hunger man has the right to steal.	Strongly Agree		Agree		Don't Know	Disagree	Strongly Disagree
	Very Frequently	Frequently	Frequently	Occasionally			
52. How often have you associated with an ex-convict?	Very Frequently	Frequently	Frequently	Occasionally		Almost Never	Never
53. How often have you been arrested?	Very Frequently	Frequently	Frequently	Occasionally		Almost Never	Never
54. How often have you tried "soft" drugs? (Pot, Hash)	Never	Almost Never	Almost Never	Occasionally		Frequently	Very Frequently
55. How often have you tried "chemical" drugs? (LSD, Speed)	Never	Almost Never	Almost Never	Occasionally		Frequently	Very Frequently
56. How often have you tried "hard" drugs? (Cocaine, Heroin)	Very Frequently	Frequently	Frequently	Occasionally		Almost Never	Never
57. How often have you broken any laws?	Very Frequently	Frequently	Frequently	Occasionally		Almost Never	Never
58. Have any of your close friends ever been arrested?	Never	Almost Never	Almost Never	Occasionally		Frequently	Very Frequently
59. Have any of your close friends tried "soft" drugs? (Pot, Hash)	Never	Almost Never	Almost Never	Occasionally		Frequently	Very Frequently
60. Have any of your close friends tried "chemical" drugs? (LSD, Speed)	Very Frequently	Frequently	Frequently	Occasionally		Almost Never	Never

61. Have any of your close friends tried "hard" drugs? (Cocaine, Heroin)	Very Frequently	Frequently	Occasionally	Almost Never	Very Frequently
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Are there any questions which you feel are not clear in any way?

If so, please state their numbers _____

Are there any questions which you feel are better than most?

If so, please state their number _____

Do you have any suggestions for improving this questionnaire:

THANK YOU VERY MUCH FOR YOUR COOPERATION!

APPENDIX D

FINAL FORM OF QUESTIONNAIRE

This questionnaire is part of a survey on student interests, opinions, and behavior being given in selected Edmonton high schools. A wide variety of questions are included, and we are interested in your personal opinions and feelings. Select the answer which comes closest to your own feeling or belief. We think you will find these questions of great interest.

Try to go through the questionnaire without spending too much time on any one question. Please answer each question in order, without skipping. When finished, turn in your work to the researcher from the University.

This is not a test! The right answer to any question is your honest opinion about the way you look at things. Feel free to answer exactly the way you feel. No one connected with the schools will see your individual questionnaires. Reports about this survey will summarize all information and no individual, or class, will ever be identified. Please do not sign your name.

In order to insure complete secrecy, use the following method for your I.D. number.

- (1) Your day of birth
- (2) Your month of birth
- (3) Your year of birth
- (4) Your first and last initials

EXAMPLE: Birthdate - 6 September 1955, John Smith

06 09 55 J S

Therefore: I.D. # 060955JS

QUESTIONNAIRE

I.D. # _____ AGE: _____ SEX: MALE _____ OCCUPATION OF HEAD OF FAMILY _____
FEMALE _____ APPROXIMATE MONTHLY FAMILY INCOME _____

MAJOR COURSE OF STUDY

WERE BOTH PARENTS BORN IN CANADA?

YES

NO

GRADE

WAS ONE PARENT BORN IN CANADA?

YES

NO

GRADE AVERAGE LAST YEAR

WERE YOU BORN IN CANADA?

YES

NO

THIS IS NOT A TEST! THERE ARE NO WRONG ANSWERS. PLEASE BE HONEST IN ALL OF YOUR ANSWERS. CIRCLE THE ANSWER WHICH YOU FEEL BEST FITS THE QUESTION. DO NOT PUT YOUR NAME ON THESE SHEETS. NO ONE WILL TRY TO IDENTIFY YOU BY YOUR ANSWERS. READ ALL FIVE POSSIBLE ANSWERS BEFORE RESPONDING TO A QUESTION.

1. Jails and/or penitentiaries provide further criminal education for law breakers.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2. Inmate brutality towards prison guards occurs infrequently.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3. An ex-inmate's record should be destroyed after he has completed his jail term.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4. The prison fails to provide a rehabilitative environment for most inmates.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5. The public lacks information on matters such as crime prevention and rehabilitation of criminals.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6. A person should obey only those laws that seem reasonable.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

7. Ex-inmates, no longer involved in crime, are the individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8. Students are not well informed of the responsibilities and difficulties of policemen's work.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
9. Jail and/or penitentiary sentences are poor deterrents to crime.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
10. It is all right to evade the law if you do not actually violate it.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
11. Individuals convicted of murder should be sentenced to life imprisonment.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
12. One should tell the truth in court regardless of the consequences.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
13. The sentences of judges in Courts are determined by their prejudices.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
14. Police brutality towards law breakers occurs infrequently.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
15. The majority of ex-inmates are trustworthy as employees.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

16. Juries seldom understand a case well enough to make a really just decision.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
17. There is need for further education concerning crime prevention and the rehabilitation of criminals in the elementary schools.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
18. Everyone is treated equally by the law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
19. The majority of ex-inmates are trustworthy as a friend.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
20. The majority of students are well informed concerning legal matters and therefore know when they are breaking the law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
21. A man should obey the laws no matter how much they interfere with his personal ambitions.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
22. An individual's social status can influence the decisions of law enforcement agencies.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
23. Individuals convicted of murder should receive a capital sentence (i.e. - execution.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

24. An ex-inmate will tell it as it "really is".	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
25. If our economic system were just, there would be much less crime.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
26. My personal contact with an ex-convict will affect the opinion of important others toward me.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
27. "Soft" drugs (Pot, Hash) should be prohibited by law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
28. On the whole, policemen are honest.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
29. In talking about the experiences of criminal life an ex-inmate will lie in order to make himself look good.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
30. On the whole, judges are honest.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
31. Individuals convicted of sexual offences should be sentenced to lashings.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
32. A person who reports minor law violations is only a troublemaker.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
33. A man should tell the truth in court, regardless of the consequences.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

34. An ex-inmate will give a more accurate picture of the life of an inmate or ex-inmate than will others.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
35. It is difficult to break the law and keep one's self respect.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
36. A person is justified in lying to protect a friend on trial.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
37. Once a convict has paid his price to society (been jailed) all should be forgiven.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
38. On the whole, lawyers are honest.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
39. Almost anything can be fixed up in the courts if you have enough money.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
40. The crime for which an ex-convict was convicted is not important.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
41. Violators of the law are nearly always detected and punished.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
42. An ex-convict is entitled to all the respect and privileges which is given to those who have not been involved with the law.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

43. Personal contact with an ex-convict is detrimental to my self image.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
44. It is all right for a person to break the law if he does not get caught.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
45. Ex-convicts are given an equal chance in our society.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
46. Inmates are qualified to educate the public concerning matters of crime prevention and criminal rehabilitation.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
47. A hungry man has the right to steal.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
48. How often have you associated with an ex-convict?	Very Frequently	Frequently	Occasionally	Almost Never	Never
49. How often have you been arrested?	Very Frequently	Frequently	Occasionally	Almost Never	Never
50. How often have you tried "soft" drugs? (Pot, Hash)	Never	Almost Never	Occasionally	Frequently	Very Frequently
51. How often have you tried "chemical" drugs? (LSD, Speed)	Never	Almost Never	Occasionally	Frequently	Very Frequently
52. How often have you tried "hard" drugs? (Cocaine, Heroin)	Very Frequently	Frequently	Occasionally	Almost Never	Never

53. How often have you broken laws?	Very Frequently	Frequently	Occasionally	Almost Never	Never
54. Have any of your close friends ever been arrested?	Never	Almost Never	Occasionally	Frequently	Very Frequently
55. Have any of your close friends tried "soft" drugs? (Pot, Hash)	Never	Almost Never	Occasionally	Frequently	Very Frequently
56. Have any of your close friends tried "chemical" drugs? (LSD, Speed)	Never	Almost Never	Occasionally	Frequently	Very Frequently
57. Have any of your close friends tried "hard" drugs? (Cocaine, Heroin)	Very Frequently	Frequently	Occasionally	Almost Never	Never

APPENDIX E

INITIAL CLASSIFICATIONS FROM THE QUESTIONNAIRE

1. Perception of the System

- Question 6. A person should obey only those laws that seem reasonable.
- Question 10. It is all right to evade the law if you do not actually violate it.
- Question 12. One should tell the truth in court regardless of the consequences.
- Question 16. Juries seldom understand a case well enough to make a really just decision.
- Question 18. Everyone is treated equally by the law.
- Question 21. A man should obey the laws no matter how much they interfere with his personal ambitions.
- Question 25. If our economic system were just, there would be much less crime.
- Question 27. "Soft" drugs (Pot, Hash) should be prohibited by law.
- Question 28. On the whole, policemen are honest.
- Question 30. On the whole, judges are honest.
- Question 33. A man should tell the truth in court, regardless of the consequences.
- Question 35. It is difficult to break the law and keep one's self respect.
- Question 38. On the whole, lawyers are honest.
- Question 41. Violators of the law are nearly always detected and punished.

2. Criminal/convicts

- Question 3. An ex-inmate's record should be destroyed after he has completed his jail term.
- Question 7. Ex-inmates, no longer involved in crime, are the individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.
- Question 11. Individuals convicted of murder should be sentenced to life imprisonment.
- Question 15. The majority of ex-inmates are trustworthy as employees.
- Question 19. The majority of ex-inmates are trustworthy as a friend.
- Question 23. Individuals convicted of murder should receive a capital sentence (i.e. - execution).
- Question 24. An ex-inmate will tell it as it "really is".
- Question 26. My personal contact with an ex-convict will affect the opinion of important others toward me.
- Question 29. In talking about the experiences of criminal life an ex-inmate will lie in order to make himself look good.
- Question 31. Individuals convicted of sexual offences should be sentenced to lashings.
- Question 34. An ex-inmate will give a more accurate picture of the life of an inmate or ex-inmate than will others.
- Question 37. Once a convict has paid his price to society (been jailed) all should be forgiven.
- Question 40. The crime for which an ex-convict was convicted is not important.

- Question 42. An ex-convict is entitled to all the respect and privileges which is given to those who have not been involved with the law.
- Question 43. Personal contact with an ex-convict is detrimental to my self image.
- Question 45. Ex-convicts are given an equal chance in our society.

3. Prisons/jails

- Question 1. Jails and/or penitentiaries provide further criminal education for law breakers.
- Question 2. Inmate brutality towards prison guards occurs infrequently.
- Question 4. The prison fails to provide a rehabilitative environment for most inmates.
- Question 9. Jail and/or penitentiary sentences are poor deterrents to crime.

4. Information

- Question 5. The public lacks information on matters such as crime prevention and rehabilitation of criminals.
- Question 7. Ex-inmates, no longer involved in crime, are the individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.
- Question 8. Students are not well informed of the responsibilities and difficulties of policemen's work.

- Question 17. There is need for further education concerning crime prevention and the rehabilitation of criminals in the elementary schools.
- Question 24. An ex-inmate will tell it as it "really is".
- Question 34. An ex-inmate will give a more accurate picture of the life of an inmate or ex-inmate than will others.
- Question 46. Inmates are qualified to educate the public concerning matters of crime prevention and criminal rehabilitation.

5. Discretion

- Question 8. Students are not well informed of the responsibilities and difficulties of policemen's work.
- Question 13. The sentences of judges in Courts are determined by their prejudices.
- Question 14. Police brutality towards law breakers occurs infrequently.
- Question 16. Juries seldom understand a case well enough to make a really just decision.
- Question 22. An individual's social status can influence the decisions of law enforcement agencies.
- Question 32. A person who reports minor law violations is only a troublemaker.
- Question 36. A person is justified in lying to protect a friend on trial.
- Question 39. Almost anything can be fixed up in the courts if you have enough money.

Question 44. It is all right for a person to break the law if he does not get caught.

Question 47. A hungry man has the right to steal.

APPENDIX F

REGROUPING OF QUESTIONNAIRE CLASSIFICATIONS

1. Information

- Question 5. The public lacks information on matters such as crime prevention and rehabilitation of criminals.
- Question 7. Ex-inmates, no longer involved in crime, are the individuals best qualified to educate others concerning crime prevention and rehabilitation of criminals.
- Question 8. Students are not well informed of the responsibilities and difficulties of policemen's work.
- Question 17. There is need for further education concerning crime prevention and the rehabilitation of criminals in the elementary schools.
- Question 24. An ex-inmate will tell it as it "really is".
- Question 34. An ex-inmate will give a more accurate picture of the life of an inmate or ex-inmate than will others.
- Question 46. Inmates are qualified to educate the public concerning matters of crime prevention and criminal rehabilitation.

2. Prisons

- Question 1. Jails and/or penitentiaries provide further criminal education for law breakers.
- Question 2. Inmate brutality towards prison guards occurs infrequently.
- Question 4. The prison fails to provide a rehabilitative environment for most inmates.

Question 9. Jail and/or penitentiary sentences are poor deterrents to crime.

3. Convicts

Question 3. An ex-inmate's record should be destroyed after he has completed his jail term

Question 15. The majority of ex-inmates are trustworthy as employees.

Question 19. The majority of ex-inmates are trustworthy as a friend.

Question 26. My personal contact with an ex-convict will affect the opinion of important others toward me.

Question 29. In talking about the experiences of criminal life an ex-inmate will lie in order to make himself look good.

Question 37. Once a convict has paid his price to society (been jailed) all should be forgiven.

Question 40. The crime for which an ex-convict was convicted is not important.

Question 42. An ex-convict is entitled to all the respect and privileges which is given to those who have not been involved with the law.

Question 43. Personal contact with an ex-convict is detrimental to my self image.

Question 45. Ex-convicts are given an equal chance in our society.

APPENDIX G

MANN-WHITNEY U TEST VALUES FOR
DIFFERENCES BETWEEN GROUPS

TABLE I

CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"

Group	versus	Group	Mann-Whitney U Test Value	Significant at:
SPC1T1		SPO1T1	131.5	0.97
SPC1T1		CON1T1	121.5	0.29
SPO1T1		CON1T1	170.5	0.17
SPC1T2		SPO1T2	100.0	0.89
SPC1T2		CON1T2	99.5	0.96
SPO1T2		CON1T2	151.5	0.51
SPC1T3		SPO1T3	169.0	0.19
SPC1T3		CON1T3	123.0	0.26
SPO1T3		CON1T3	131.0	0.96
SPC2T1		SPO2T1	159.5	0.42
SPC2T1		CON2T1	176.0	0.09
SPO2T1		CON2T1	246.5	0.34
SPC2T3		SPO2T3	169.5	0.24
SPC2T3		CON2T3	162.5	0.24
SPO2T3		CON2T3	235.5	0.51
SPC3T2		SPO3T2	265.0	0.01
SPC3T2		CON3T2	165.0	0.06
SPO3T2		CON3T2	127.5	0.94
SPC3T3		SPO3T3	273.0	0.006
SPC3T3		CON3T3	140.0	0.36
SPO3T3		CON3T3	110.0	0.47
SPC4T3		SPO4T3	169.0	0.58
SPC4T3		CON4T3	73.0	0.73
SPO4T3		CON4T3	77.5	0.43

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

TABLE II

CLUSTER #2 "CREDIBILITY OF EX-CONVICTS

Group	versus	Group	Mann-Whitney U Test Value	Significant at:
SPC1T1		SPO1T1	125.0	0.78
SPC1T1		CON1T1	96.5	0.96
SPO1T1		CON1T1	141.0	0.78
SPC1T2		SPO1T2	128.5	0.88
SPC1T2		CON1T2	50.5	0.03
SPO1T2		CON1T2	79.0	0.05
SPC1T3		SPO1T3	116.5	0.56
SPC1T3		CON1T3	74.5	0.28
SPO1T3		CON1T3	111.5	0.44
SPC2T1		SPO2T1	100.0	0.20
SPC2T1		CON2T1	88.5	0.13
SPO2T1		CON2T1	184.0	0.50
SPC2T3		SPO2T3	88.0	0.09
SPC2T3		CON2T3	91.0	0.15
SPO2T3		CON2T3	230.0	0.61
SPC3T2		SPO3T2	206.5	0.45
SPC3T2		CON3T2	94.5	0.38
SPO3T2		CON3T2	87.5	0.12
SPC3T3		SPO3T3	175.5	0.91
SPC3T3		CON3T3	76.0	0.10
SPO3T3		CON3T3	83.5	0.09
SPC4T3		SPO4T3	162.5	0.74
SPC4T3		CON4T3	30.5	0.01
SPO4T3		CON4T3	27.5	0.002

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

TABLE III

CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"

Group	versus	Group	Mann-Whitney U Test Value	Significant at:
SPC1T1		SPO1T1	108.0	0.37
SPC1T1		CON1T1	92.5	0.81
SPO1T1		CON1T1	148.5	0.58
SPC1T2		SPO1T2	104.0	0.29
SPC1T2		CON1T2	77.5	0.35
SPO1T2		CON1T2	135.0	0.96
SPC1T3		SPO1T3	104.5	0.30
SPC1T3		CON1T3	72.5	0.24
SPO1T3		CON1T3	127.5	0.85
SPC2T1		SPO2T1	115.0	0.45
SPC2T1		CON2T1	92.5	0.17
SPO2T1		CON2T1	195.0	0.70
SPC2T3		SPO2T3	128.0	0.77
SPC2T3		CON2T3	96.0	0.21
SPO2T3		CON2T3	166.5	0.26
SPC3T2		SPO3T2	246.0	0.05
SPC3T2		CON3T2	53.0	0.01
SPO3T2		CON3T2	12.5	0.00001
SPC3T3		SPO3T3	240.5	0.07
SPC3T3		CON3T3	68.5	0.05
SPO3T3		CON3T3	32.5	0.0003
SPC4T3		SPO4T3	162.5	0.74
SPC4T3		CON4T3	68.0	0.54
SPO4T3		CON4T3	81.0	0.53

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

TABLE IV

CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"

Group	versus	Group	Mann-Whitney U Test Value	Significant at:
SPC1T1		SPO1T1	138.5	0.85
SPC1T1		CON1T1	118.0	0.36
SPO1T1		CON1T1	156.0	0.39
SPC1T2		SPO1T2	124.0	0.75
SPC1T2		CON1T2	76.5	0.31
SPO1T2		CON1T2	110.0	0.39
SPC1T3		SPO1T3	110.0	0.40
SPC1T3		CON1T3	90.0	0.72
SPO1T3		CON1T3	149.5	0.55
SPC2T1		SPO2T1	108.5	0.32
SPC2T1		CON2T1	72.0	0.03
SPO2T1		CON2T1	152.5	0.13
SPC2T3		SPO2T3	121.5	0.60
SPC2T3		CON2T3	112.5	0.52
SPO2T3		CON2T3	202.0	0.84
SPC3T2		SPO3T2	167.0	0.71
SPC3T2		CON3T2	86.0	0.21
SPO3T2		CON3T2	106.5	0.39
SPC3T3		SPO3T3	219.0	0.25
SPC3T3		CON3T3	127.5	0.68
SPO3T3		CON3T3	108.5	0.43
SPC4T3		SPO4T3	172.0	0.51
SPC4T3		CON4T3	15.0	0.0005
SPO4T3		CON4T3	9.0	0.00007

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

APPENDIX H

INTERACTION EFFECTS BETWEEN GROUPS

The following tables present the results of the Mann-Whitney U Tests for interaction effects between groups. They follow the original Solomon four-group design carried out over time (refer to The Experiment, Chapter II: Methodological Considerations). Tests were calculated in the following order for each cluster:

- (1) pre-test.
- (2) prior post-test.
- (3) joint effect of pre-test and prior post-test.
- (4) joint effect of pre-test and experimental variations.
- (5) joint effect of prior post-test and experimental variations.
- (6) joint effect of pre-test, prior post-test and experimental variations.

The groups considered for each test are noted by the use of the above prefix numbers.

TABLE V

CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"

Prefix Number	Group	versus	Group	Mann-Whitney U Test Value	Significant at:
1	SPC1T2		SPC3T2	74.0	0.05
1	SPO1T2		SPO3T2	241.0	0.15
1	CON1T2		CON3T2	101.5	0.63
1	SPC2T3		SPC4T3	113.5	0.69
1	SPO2T3		SPO4T3	177.5	0.56
1	CON2T3		CON4T3	71.5	0.22
2	SPC3T3		SPC4T3	162.5	0.53
2	SPO3T3		SPO4T3	144.5	0.20
2	CON3T3		CON4T3	60.0	0.78
3	SPC1T3		SPC4T3	133.5	0.38
3	SPO1T3		SPO3T3	190.0	0.79
3	CON1T3		CON3T3	64.0	0.74
4	SPC1T2		CON4T2	99.5	0.69
4	SPO1T2		CON4T2	155.0	0.23
4	SPC2T3		CON4T3	67.5	0.90
4	SPO2T3		CON4T3	80.5	0.30
5	SPC3T3		CON4T3	96.0	0.79
5	SPO3T3		CON4T3	65.0	0.12
6	SPC1T3		CON4T3	82.5	0.48
6	SPO1T3		CON4T3	86.5	0.71

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

TABLE VI

CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"

Prefix Number	Group	versus	Group	Mann-Whitney U Test Value	Significant at:
1	SPC1T2		SPC3T2	98.0	0.29
1	SPO1T2		SPO3T2	185.0	0.91
1	CON1T2		CON3T2	99.0	0.71
1	SPC2T3		SPC4T3	72.5	0.17
1	SPO2T3		SPO4T3	224.5	0.50
1	CON2T3		CON4T3	39.0	0.007
2	SPC3T3		SPC4T3	120.5	0.42
2	SPO3T3		SPO4T3	176.0	0.70
2	CON3T3		CON4T3	24.0	0.01
3	SPC1T3		SPC4T3	113.5	0.97
3	SPO1T3		SPO4T3	219.0	0.26
3	CON1T3		CON4T3	35.5	0.04
4	SPC1T2		CON3T2	50.5	0.05
4	SPO1T2		CON3T2	74.5	0.06
4	SPC2T3		CON4T3	10.0	0.001
4	SPO2T3		CON4T3	25.0	0.001
5	SPC3T3		CON4T3	21.5	0.001
5	SPO3T3		CON4T3	22.0	0.001
6	SPC1T3		CON4T3	21.5	0.004
6	SPO1T3		CON4T3	37.5	0.008

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

TABLE VII

CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"

Prefix Number	Group	versus	Group	Mann-Whitney U Test Value	Significant at:
1	SPC1T2		SPC3T2	120.5	0.8
1	SPO1T2		SPO3T2	296.0	0.003
1	CON1T2		CON3T2	52.5	0.06
1	SPC2T3		SPC4T3	89.0	0.5
1	SPO2T3		SPO4T3	197.0	0.9
1	CON2T3		CON4T3	97.0	0.9
2	SPC3T3		SPC4T3	150.0	0.8
2	SPO3T3		SPO4T3	168.5	0.6
2	CON3T3		CON4T3	85.0	0.2
3	SPC1T3		SPC4T3	95.0	0.5
3	SPO1T3		SPO4T3	200.5	0.6
3	CON1T3		CON4T3	64.5	0.8
4	SPC1T2		CON3T2	32.0	0.004
4	SPO1T2		CON3T2	67.0	0.03
4	SPC2T3		CON4T3	45.5	0.2
4	SPO2T3		CON4T3	86.0	0.4
5	SPC3T3		CON4T3	84.0	0.8
5	SPO3T3		CON4T3	55.0	0.05
6	SPC1T3		CON4T3	47.5	0.2
6	SPO1T3		CON4T3	86.0	0.7

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

TABLE VIII

CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"

Prefix Number	Group	versus	Group	Mann-Whitney U Test Value	Significant at:
1	SPC1T2		SPC3T2	142.0	0.5
1	SPO1T2		SPO3T2	215.0	0.5
1	CON1T2		CON3T2	102.5	0.6
1	SPC2T3		SPC4T3	108.0	0.9
1	SPO2T3		SPO4T3	257.5	0.1
1	CON2T3		CON4T3	49.5	0.03
2	SPC3T3		SPC4T3	178.5	0.2
2	SPO3T3		SPO4T3	221.5	0.4
2	CON3T3		CON4T3	17.5	0.003
3	SPC1T3		SPC4T3	132.0	0.4
3	SPO1T3		SPO3T3	274.0	0.005
3	CON1T3		CON3T3	24.5	0.007
4	SPC1T2		CON4T2	80.5	0.6
4	SPO1T2		CON4T2	117.5	0.8
4	SPC2T3		CON4T3	17.0	0.003
4	SPO2T3		CON4T3	29.0	0.001
5	SPC3T3		CON4T3	47.0	0.04
5	SPO3T3		CON4T3	21.0	0.0004
6	SPC1T3		CON4T3	32.0	0.03
6	SPO1T3		CON4T3	50.0	0.04

SPC - denotes those groups exposed to "Speaker" and "Crime and Punishment" class.

SPO - denotes those groups exposed to "Speaker Only".

CON - denotes control groups.

APPENDIX I

COMPARISON OF RESULTS OF SIGN TEST AND

WILCOXON SIGNED-RANKS TEST

TABLE IX

CLUSTER #1 "ATTITUDES TOWARDS EX-CONVICTS"

	Group	Time	Sign Test Significance Level	Wilcoxon Signed-Ranks Test Significance Level
Speaker and Class	1	1 to 2	0.51	0.43
	1	1 to 3	0.55	0.52
	1	2 to 3	0.34	0.08
	2	1 to 3	1.00	0.76
	3	2 to 3	0.21	0.32
Speaker Only	1	1 to 2	1.00	1.00
	1	1 to 3	0.42	0.19
	1	2 to 3	0.12	0.21
	2	1 to 3	1.00	0.71
	3	2 to 3	0.48	0.08
Control	1	1 to 2	0.39	0.20
	1	1 to 3	0.79	0.39
	1	2 to 3	1.00	0.77
	2	1 to 3	0.30	0.28
	3	2 to 3	0.75	0.38

TABLE X

CLUSTER #2 "CREDIBILITY OF EX-CONVICTS"

	Group	Time	Sign Test Significance Level	Wilcoxon Signed-Ranks Test Significance Level
Speaker and Class	1	1 to 2	0.04	0.08
	1	1 to 3	0.58	0.50
	1	2 to 3	1.00	0.46
	2	1 to 3	0.73	0.46
	3	2 to 3	0.06	0.04
Speaker Only	1	1 to 2	0.65	0.13
	1	1 to 3	0.63	0.52
	1	2 to 3	0.63	0.17
	2	1 to 3	0.63	0.68
	3	2 to 3	0.33	0.15
Control	1	1 to 2	0.75	0.38
	1	1 to 3	1.00	0.70
	1	2 to 3	0.51	0.30
	2	1 to 3	0.33	0.15
	3	2 to 3	0.75	0.49

TABLE XI

CLUSTER #3 "ATTITUDES TOWARD THE LEGAL SYSTEM"

	Group	Time	Sign Test Significance Level	Wilcoxon Signed-Ranks Test Significance Level
Speaker and Class	1	1 to 2	0.73	0.25
	1	1 to 3	0.15	0.11
	1	2 to 3	1.00	0.65
	2	1 to 3	0.77	0.47
	3	2 to 3	1.00	0.90
Speaker Only	1	1 to 2	0.45	0.21
	1	1 to 3	0.12	0.19
	1	2 to 3	0.58	1.00
	2	1 to 3	0.14	0.03
	3	2 to 3	0.34	0.23
Control	1	1 to 2	1.00	0.56
	1	1 to 3	0.77	0.79
	1	2 to 3	1.00	0.82
	2	1 to 3	0.18	0.05
	3	2 to 3	0.39	0.57

TABLE XII

CLUSTER #4 "EXPERTISE AND CREDIBILITY IN EDUCATION"

	Group	Time	Sign Test Significance Level	Wilcoxon Signed-Ranks Test Significance Level
Speaker and Class	1	1 to 2	0.23	0.28
	1	1 to 3	1.00	0.58
	1	2 to 3	0.45	0.38
	2	1 to 3	1.00	0.65
	3	2 to 3	0.34	0.13
Speaker Only	1	1 to 2	0.77	0.47
	1	1 to 3	1.00	0.98
	1	2 to 3	0.22	0.21
	2	1 to 3	1.00	0.56
	3	2 to 3	0.27	0.38
Control	1	1 to 2	1.00	0.58
	1	1 to 3	1.00	0.70
	1	2 to 3	0.45	0.47
	2	1 to 3	0.05	0.01
	3	2 to 3	0.75	0.38

TABLE III

CLIMATE OF "PACIFIC" AND "OCEANIC" IN HAWAII

Group	Time	Sign Test Statistical Test	No. of Significant Differences
Pacific and Class	1	1.00	0.00
	2	1.00	0.00
	3	1.00	0.00
	4	1.00	0.00
	5	1.00	0.00
Oceanic Only	1	1.00	0.00
	2	1.00	0.00
	3	1.00	0.00
	4	1.00	0.00
	5	1.00	0.00
Control	1	1.00	0.00
	2	1.00	0.00
	3	1.00	0.00
	4	1.00	0.00
	5	1.00	0.00

B30027